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ABSTRACT

The first annual report and evaluation of Education North (a project designed to encourage parents, community members, and teachers in small, isolated, primarily Native and Metis communities in northern Alberta to work together to meet the educational needs of all community members) concentrates on the inner workings of the organizations (local education societies) which work under the Education North umbrella. Divided into three parts, the report consists of an overview, a description of the local projects, and an analysis. Part 1 first describes the evaluation design, which consists primarily of interviews, observations, questionnaires, and document analysis procedures for data-gathering purposes. Next, a history section reviews Education North's origins in leaders' concern over poor school attendance and high drop out rates, particularly among Native and Metis children. Part 2 describes the development of the local societies and highlights accomplishments of each society. Part 3, an analysis of Education North, describes the factors and forces that are shaping the project at the end of its first year of field operations. The section deals with a number of issues emerging from the efforts of paid staff and volunteers to create and maintain the local societies. Appendixes include documents used in the evaluation. (CM)

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EDUCATION NORTH

EVALUATION PROJECT

The first Annual Report prepared by

E.J. Ingram and R.G. McIntosh

RC 012953

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EDUCATION NORTH

EVALUATION PROJECT

The First Annual Report

prepared by

E.J. Ingram and R.G. McIntosh

December, 1980

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- last, but not by any means least, Mrs. Aurora Labarda who typed the manuscript of this report.

* * *

Members of the Project Team

Myrna Andruko

Hank Boer

Ernie Ingram

Lalta Kunjbehari

Josephine Larsback

Milton March

Gordon McIntosh

Frank Peters

Sanan Prachongchit

Otto Stickel

Natividad Tanyag

Hal Thiessen

PREFACE

This is the first annual report of the Education North evaluation project. Over the life of the Education North project we will be concerned with its evaluation in both an internal and an external sense. By external, we mean the kind of evaluation study that assesses the degree to which the project achieves an impact on the outside world as outlined in its objectives, e.g. bringing more parents into an active, supportive relationship with the school.

To carry out an evaluation study in the external sense, one first of all needs a baseline which describes the present situation. From the baseline one can measure movement in the directions laid out in the project objectives, at various times in the life of the project. This summer and autumn, we will be analyzing the data gathered from teacher questionnaire and parent interview studies to establish such a baseline. These baseline studies will be reported in our second annual report.

An internal evaluation study, on the other hand, looks inside a project and attempts to develop an understanding of what factors are contributing to its success or, perhaps, inhibiting its success. This is a particularly useful approach when one is studying an organization. And that is precisely what Education North is--it is an innovative organization or, more exactly, it is a collection of innovative organizations, the local societies, working under the umbrella of the larger organization which is Education North.

In this report we concentrate on the inner workings of these organizations. It is organized in three parts: an overview, a description of the local projects, and an analysis.

We call the reader's attention, finally, to our view of the nature and usage of this first annual report. As to nature we consider this report to be a working paper and a progress report, the first of a series of reports. It is not a finished product. As to usage our view is that persons closely associated with the Education North project should check their perceptions of project operations against those we have gathered through interviews and field visits, and reported herein. Where differences of perception exist, we ask that these be discussed with us. In so doing we act in our common interest of describing accurately and sensitively the operations of the Project, and thereby increase the likelihood of enhancing its strengths and eliminating its weaknesses.

E.J. Ingram
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PART ONE

AN OVERVIEW

CHAPTER ONE

THE EVALUATION PROCESS

In September 1978 the Minister of Education, Julian Koziak, announced approval of the Education North project--a social intervention aimed at the encouragement of parents, other community members and teachers in small, isolated northern communities to work together in planning and developing activities which would better meet the educational needs of members of the communities, especially the school-age children.

The overall strategy selected for the project included (1) the encouragement of eligible communities to submit proposals aimed at moving toward this objective; (2) selection of the most appropriate proposals; (3) establishment of local societies to carry out the project; (4) funding of the societies created; and (5) the provision of consultative assistance to the societies.

The project, designed to be carried out over a four year period, had built into its terms of reference provisions for the internal evaluation of society activities and an external evaluation of the overall project.

The External Evaluation

On January 7, 1980 Alberta Education contracted with the University of Alberta to carry out an external evaluation of the Education North project. Negotiations regarding the evaluation started in June, 1979 and the contract was agreed to in principle in August; however, because of a difference in policy concerning the length of time between completion of the report and the right to report the published materials the contract was not executed until January, 1980.

The contract provided that the University of Alberta:

(a) provide consultations to the local societies with respect to the evaluation of their activities and outcomes;

(b) monitor in an ongoing way the processes of Education North, both locally and centrally, and evaluate the project in terms of its explicit and implicit goals and objectives; and

(c) prepare a handbook at the conclusion of the project, based on the findings of the evaluation and on other relevant literature, which could be used by educators and other community development workers seeking effective ways of working in settings similar to those of concern in the Education North project.

The team responsible for conducting the evaluation consisted of Drs. Ernie Ingram and Gordon McIntosh. During the 1979/80 term this team was supplemented by Frank Peters, Project Administrator, and nine graduate students--Myrna Andruko, Hank Boer, Josephine Larsback, Milton March, Sanan Prachongchit, Otto Stickel, Nati Tanyag, Lalta Kunjbehari, and Hal Thiessen. Dr. Ingram acted as Project Director.

A Steering Committee consisting of Ray La Fleur (chairman), Dr. David Carter, Ike Lawrence, Madge McKee and Dr. Harry Sherk was appointed by the Minister to advise the evaluation team and monitor its work. However, because the Steering Committee was not established until February 27, 1980 most of the evaluation design had been set and the activities "on stream" before the Committee could become functional.

Because of the nature of the project the evaluation team also developed close linkages with the Minister's Advisory Committee, the Project staff and local society leaders.

Design of the Evaluation

There are two aspects to the evaluation of Education North--one concerns the effectiveness of implementing the strategy and the other concerns the impact of the strategy in respect to the objectives it was designed to achieve. Both aspects can best be assessed through a careful examination of project activities and structures and the interrelationships, behaviours and attitudes of the people involved. For this reason, interview, observation and document analysis procedures have formed the core of the data gathering design.

The evaluation was designed to be conducted in five overlapping phases--(1) Mobilization, (2) Orientation, (3) Design of Procedures and Instruments, (4) Data Collection, Consultation and Data Analysis, and (5) Reporting. During the Mobilization stage the contract was negotiated and executed, the team was formed and preparations were made to undertake the project. An Orientation phase was necessary to acquaint the evaluators with the project and the people and communities involved so that the most appropriate design for conducting the evaluation could be created. Following the orientation the Procedures and Instruments for conducting the evaluation were designed. Although data were collected from the beginning of the project most of the data gathering activities were undertaken after a design period in which procedures and instruments were developed. The Data Gathering, Consultation and Data Analysis phase constitutes the bulk of project activities and is designed to be carried out over the full life of the project. Reporting will also be done by various modes and at various times throughout the life of the project. Figure 1 illustrates the planned phasing of the project. As of the writing of this report all phases were on schedule.

The explicit and implicit objectives of Education North were identified through document analysis and interviews with key individuals. The data needs to assess movement toward, or achievement of, these objectives were then determined. Sources of this data were identified and means of collecting it were determined. These are all summarized in Table 1.

Four means of collecting data are being employed--documents, interviews, observations and questionnaires.

Documents. Documents related to the development and operation of Education North and its local societies are being used to develop and maintain a history of the project. These histories will be updated at least once each year. Literature related to experiences in similar projects is also being reviewed.

Interviews. The interview is the major data collection procedure being used. Members of the Minister's Advisory Committee, Project staff, local society leaders, school superintendents and school principals will be interviewed at least once each year. Five parents chosen at random from the parent lists of each school involved in the project and two "knowledgeables" from each school community, selected from a list provided by each principal, were interviewed in June and July of 1980 and will be interviewed again in June of 1982. The interview schedules for all interviews conducted up to the time this report was prepared are included in the appendices.

Observations. The evaluators attend all meetings of the Minister's Advisory Committee and some meetings of local societies. They plan to visit the project office and local societies at least twice each year.

Questionnaires. A questionnaire was given to all teachers in the schools involved in June of 1980. This survey will be repeated in May or

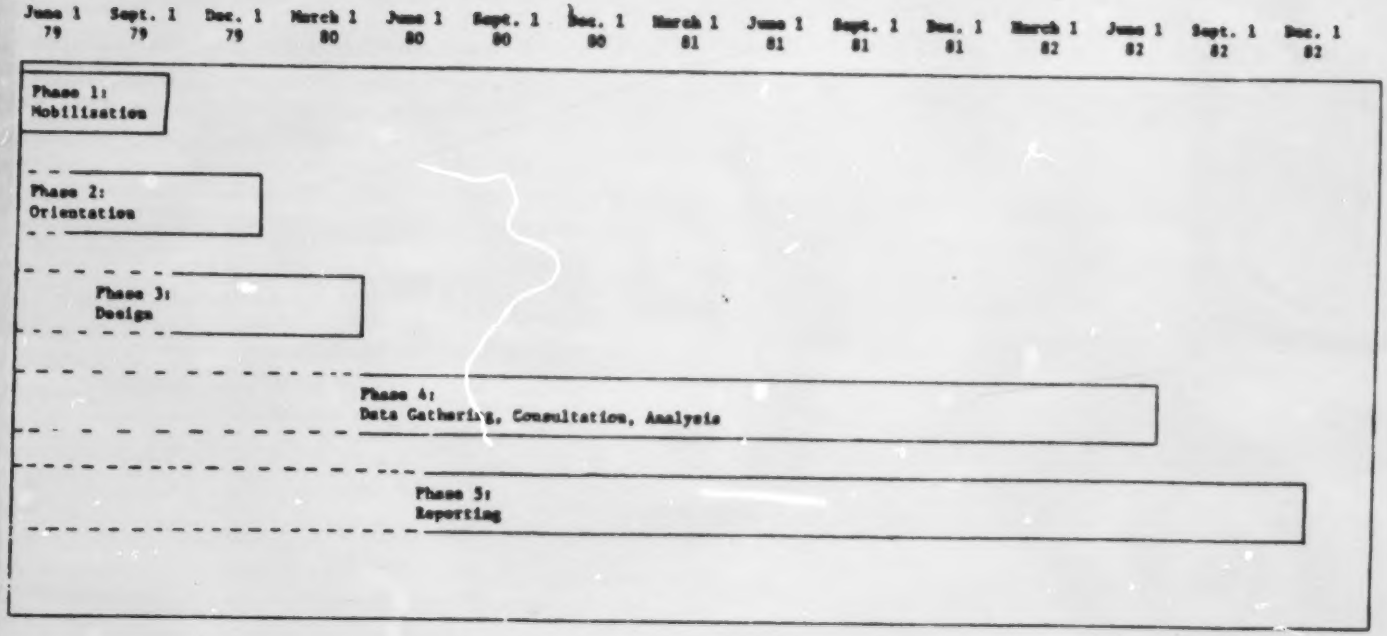

Figure 1 - Phasing of the Evaluation

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Table 1

The Data Gathering System

Objective	Data Needs	Data Sources	Means of Collection
I Monitoring			
1. To monitor the operations of Education North with respect to its structures, functions, activities and relationships.	a) Documents, minutes, letters, etc. related to the development and operation of Education North.	a) Education North files. Relevant files in other offices.	a) Document searches.
	b) The recollections and views of involved individuals	b) Education North staff, Minister's Advisory Committee, relevant staff from Gov't departments, leaders from local societies and school systems, etc.	b) Interviews.
	c) Activities of the Project.	c) Minister's Advisory Committee, Education North staff.	c) Observations, diaries and interviews.
2. To monitor the operations of the local societies established by Education North with respect to their structures, functions, activities and relationships.	a) Documents, minutes, letters, etc. related to the development and operation of each local project	a) Education North files and the files of local societies.	a) Document searches.
	b) Recollections and views of involved individuals.	b) Education North staff, members of local societies, Minister's Advisory Committee, etc.	b) Interviews.
	c) Activities of the projects.	c) Society meetings, other activities, functions, etc.	c) Observations and interviews.

Table 1
The Data Gathering System
(continued - 2)

Objectives	Data Needs	Data Sources	Means of Collection
II Evaluating			
1. To assess the structures, functions, activities, relationships and outcomes of Education North with respect to the explicit and implicit objectives of the project.	a) Objectives of Education North.	a) Data collected for I(1) above as these relate to objectives.	a) Data reports for I(1)
	b) Assessment of the projects of local societies with respect to the objectives established by Education North.	b) Data collected for II(2) below	b) Reports for II(2) below.
	c) Information on the experiences of similar projects.	c) Libraries and information banks.	c) Library searches.
	d) Information on project operations.	d) Data collected for I(1) above	d) Data reports for I(1) above.
2. To assess the structures, functions, activities, relationships and outcomes of the projects undertaken by the local societies with respect to the explicit and implicit objectives established for the projects by Education North.	a) Objectives of Education North as they relate to local projects.	a) Data collected for I(1) as they relate to objectives.	a) Data reports for I(1)
	b) Structures, functions, activities and relationships of local projects.	b) Data collected for I(2) above.	b) Data reports for I(2).
	c) Indicators of achievement or movement toward the objectives.	c) (i) Documents and records in community files.	c) (i) Document searches
		(ii) teachers, adults, project staff, Education North staff.	(ii) Questionnaires and Interviews.

Table 1
The Data Gathering System
(continued - 3)

Objectives	Data Needs	Data Sources	Means of Collection
II Evaluating (continued)			
3. To assess the impact of the evaluation activities on the operations and outcomes of the projects of local societies and the overall project.	a) Opinions of involved individuals.	a) Project staff, Minister's Advisory Committee, steering committee, local project people, the evaluators.	a) Interviews, questionnaires.
	b) Experiences in similar projects.	b) Literature on evaluation and interventions.	b) Literature searches
III Consulting			
1. To provide consultative assistance to local societies with respect to the "internal evaluation" of their projects.	a) The objectives, structures, functions, relationships of local projects.	a) Data collected for I(2) above.	a) Data reports for I(2) above.
	b) Opinions, views, plans, resources for local evaluation.	b) Members of local societies, Education North staff.	b) Interviews, observation documents.
IV Reporting			
1. To provide informal progress reports to each meeting of the Minister's Advisory Committee for Education North.	a) Activities, plans, and outcomes of the evaluation activities relevant for the particular report.	a) Persons involved in the evaluation.	a) Reports, Interviews.

Table 1
The Data Gathering System
(continued - 4)

Objective	Data Needs	Data Sources	Means of Collection
IV Reporting (continued)			
2. To provide progress reports and seek advice from the Steering Committee established for Education North.			
3. To provide annual reports and a final report to Alberta Education.			
4. To produce a handbook based on the experiences and findings of the project evaluation, and relevant literature, to assist educators and community development workers to select effective ways of working in similar settings.	a) All data and findings for evaluation objectives I-III. b) Experiences in similar projects and opinions concerning programs similar to Education North.	a) The individuals involved in the evaluation b) Libraries and information banks.	a) All reports, interviews. b) Literature searches.

June during each year of the project. The questionnaire is included in the appendices.

The data gathered in the various ways described above will be tabulated and analysed for two sets of purposes--one to determine the extent to which the strategy was implemented and the problems associated with this implementation, and the other to determine the impact of the strategy with respect to the objectives it was designed to achieve.

Evaluation Activities to July 15, 1980

During the period September 1, 1979 to July 15, 1980 orientation activities were undertaken, specific data gathering procedures and instruments were designed, the first round of data collection and consultations were completed, the initial analysis was carried out and the first annual report was prepared.

Orientation. In order to become acquainted with the project and the people and communities involved several orientation activities were undertaken over the period September 1, 1979 to December 15, 1979. These included:

1. Literature reviews of similar projects.
2. Visits to the Education North office and the local societies
3. Review of all documents related to Education North
4. Development of case histories of Education North and its local societies
5. Interviews with members of the Minister's Advisory Committee, Project staff, individuals involved in the initiation and operation of the project, and leaders of local societies.

Design of Data Gathering Procedures. The data gathering procedures were designed during the period from January 7, 1980 to May 30, 1980. The specific activities included:

1. Identification of the explicit and implicit objectives of Education North.

2. Identification of indicators of achievement, or movement toward, these objectives.

3. Identification of sources of needed data and the best means of collecting these data.

4. The selection of the most feasible indicators, sources of data and means of collecting data.

5. The design of a data gathering system.

6. Testing the data gathering system by consultations with the Steering Committee, Project staff and others.

7. Conducting a two-day evaluation workshop on March 26-28 designed to test the data gathering system with local society leaders.

8. Modification of the system in light of feedback obtained.

9. Designing specific data gathering instruments.

Data Collection and Consultation. The data collected during the orientation and design activities form a part of the data files. However, during the period from May 1, 1980 to July 15, 1980 other data collection activities were also undertaken. These include:

1. Updating of project histories.

2. Visits to local societies and interviews with school superintendents, principals, and society leaders.

3. Interviews with a selection of parents and "knowledgeables" from each school community involved in the project.

4. A questionnaire survey of all teachers in the project schools.

5. Literature searches for information on similar projects and research into similar social interventions.

Analysis. All data collected, except for the questionnaire survey of teachers and the interviews with parents and "knowledgeables" have been analysed to determine, tentatively at least, the extent to which the strategy has been implemented and the problems associated with the implementation. The results of this analysis are reported in Chapter VIII.

Further analysis of these and new data still to be collected will be made for subsequent reports.

Reporting. During the period June 15, 1980 to July 15, 1980 this first annual report was prepared. Its emphasis is upon a description of the evaluation design and procedures, a description of the development and operation of the project and a presentation of the issues and problems surrounding the creation and maintenance of societies.

Activities Planned for July 15, 1980 to July 15, 1981

The following activities are planned for the 1980/81 term:

1. Analysis of the teacher questionnaire survey and the parent interview data (July-August).
2. Interviews with people involved in Education North at the provincial level (September-October) and (April-May).
3. Visits to local societies and interviews with society leaders, principals and superintendents (October-November) and (May-June).
4. Literature searches (September-June).
5. Updating of project histories (November and June).
6. Attending MACFEN and Steering Committee meetings (September-June).
7. Questionnaire survey of teachers (May).
8. Preparation of second annual report (June-July).

CHAPTER TWO

THE DEVELOPMENT OF EDUCATION NORTH

In this chapter we review the background events and activities leading to the development of the Education North project.

Education North represents an attempt to meet the needs of students attending schools in remote areas of northern Alberta. Alienation from the educational system has been perceived from the evidence of poor school attendance and high drop out rates, particularly among Native and Metis children. Expressions of disappointment with the current school offerings have also appeared in many places. Misunderstanding and lack of support for the schools seemed to be associated with limited involvement and familiarity of local people with the operation of the schools. (Minister's Advisory Committee Report, 1978)

Some Expressions of Need

Various spokesmen for Native groups have discussed this problem and proposed, as their solution, increased Indian control of Indian education and a more relevant curriculum to meet the needs of Native people. The report of the Task Force on Intercultural Education (1972) surveyed some of the difficulties facing educators in Alberta with respect to cross cultural education. It dealt with drop out and age grade retention statistics and discussed some programs which had been introduced in attempts to alleviate the problem. The emphasis in programs in various parts of Canada and the United States appears to have been on curriculum reform, parental involvement, Native culture, language development and teacher training. The Worth Report (1972) proposed passing more responsibility to individual school communities through the

establishment of School Councils throughout Alberta, whether in Native communities or not.

The Metis Association (1973) set out a position paper which called for the government to commit itself to a policy on Native education with the following characteristics:

- Course content to reflect the history, present position, and aspirations of the people to whom the courses were directed.
- Local communities to be involved in the representative and responsible government of their schools.
- Pre-school preparation programs with Native "teacher-aides" to bridge the culture gap experienced by Metis children.
- Study facilities and school lunches to be provided in areas of grossly inadequate housing and malnutrition.
- Adult education to accompany and complement child education.
- Technical training programs for adults to be linked with existing and emerging job opportunities.

Other observers have generalized the concerns of Indian and Métis people. For example, Goller writes that the problems of students in remote northern communities appear similar whether the children come from Treaty Indian background, Metis background, or from some other ethnic minority group. Consequently, the task facing educators becomes cross cultural in nature, arising from limitations in the suitability of current educational programs for students drawn from remote communities whose background and aspirations differ markedly from the average white, urban child for whom the programs had originally been designed.

Early Attempts to Meet the Need

The Cross-Cultural Education Curriculum Committee

In 1973 Alberta Education made available an annual budget of $50,000 for cross-cultural education. This budget was to be administered through the curriculum branch. Dr. Harry Sherk established an ad hoc Cross-Cultural Education Curriculum Committee to advise on distribution of these funds. In May, together with Herb Callihoe, a departmental officer with Native background, Sherk undertook a cross-cultural study tour. This tour included visits to educational projects in Saskatchewan, Montana, New Mexico and Arizona. Sherk (1979) stated that a major impression gained from this tour was the necessity to involve local communities in projects if they were to be successful. Facilitating the efforts which had arisen from the people themselves and identifying groups which were showing local initiative appeared the most profitable line to follow. Three officers of the Department were designated as cross-cultural consultants at that time; Herb Callihoe, Clayton Allan, and Merv Kowalchuck. Attention was being focused mainly on variations to the curriculum and proposals were developed to establish local curriculum resource centres which involved some participation of members of local communities.

Work of the Curriculum Group

In the fall of 1973 the Curriculum Branch sponsored a Native Curriculum Resources Project which was directed by Owen Haythorne. This attempted to identify educational programs and curriculum resources for and about Native people. It produced three reports:

- Natives of North America - a selected bibliography of resources for Native studies programs.

- Defeathering the Indian - a handbook on Native studies written by Emma LaRocque.
- Native Curriculum Survey Report - by Owen Haythorne.

A conference held at Red Deer from 25-28 March 1974 to discuss curriculum decision making in Alberta, expressed support for a sharing of responsibility in curriculum development between Alberta Education and local communities. In June 1974, at the third meeting of the ad hoc Cross-Cultural Education Curriculum Committee, the Chairman (Sherk) was charged with seeking funding for an experimental, community centred, curriculum development project. This proposal met support in principle at several levels but failed to gain funds for real development to take place at that time, and by 1975 the committee had disbanded.

An Initiative is Taken

Sherk and Kowalchuk were appointed as representatives of Alberta Education to work through the Canada Studies Foundation to tackle the problem on an inter-provincial basis. This group met several times without much progress and early in 1975 a decision was taken within Alberta Education to attempt a project in Alberta alone and to abandon, for the time being, attempts at co-ordinating programs with efforts being made in other provinces. In the meantime, Sherk had moved to the Planning and Research Branch directed by Dr. Bill Duke who gave strong support to the idea of attempting to launch a project in Alberta.

Co-operation with Provincial Departments

A further decision was taken to seek support from other departments of the Alberta Government and an ad hoc inter-departmental group was set up to develop a proposal for a project based on curriculum construction and

community development. This committee ran into difficulties at first, as members from other departments expressed doubt about the ability of the Education Department to operate in the community development area. Eventually a basis for development was reached after what Sherk (1979) described as some very strong talking by the chairman of the committee.

Northland Needs Assessment

Parallel with the activities discussed above, a study group operating under the chairmanship of Dr. W. H. Swift and including R. J. Carney and D. Ewasiuk had begun work in 1974 to examine the educational needs of the Northland School Division. The Swift Report (1975) was produced in July 1975 and helped established recognition of the need for a project such as Education North. Its recommendations included the following:

- That the development and use of materials in harmony with the children's environment be encouraged.
- That local residents be involved in school programs when they have knowledge or skills they can contribute.
- That the Department of Education take the initiative in the establishment of some sort of curriculum centre or agency having as its purpose the development of curriculum materials useful not only in Northland but in other jurisdictions having considerable numbers of native pupils.

Specific Planning Commences

In February, 1975 the Project North Task Force headed by Fred Dumont began its work. This one-man task force was one of a number of initiatives undertaken by various departments of the Alberta Government, directed at improving social and economic conditions in

northern Alberta (North of Highway 16). The Northern Development Branch, the executive arm of the Northern Alberta Development Council (NADC), negotiated the funding of these programs with the federal Department of Regional Economic Expansion (DREE). The responsibility for implementation of this agreement (Canada/Alberta North) and the co-ordination of measures taken by departments of the Alberta Government rested with the NADC and its Executive Branch.

The Project North Task Force published its report, An Assessment of the Educational Needs of Northern Albertans, in November 1976. Even before the release of this report, however, work was underway to address one of the recommendations which it proposed.

In January 1976 Dumont had held discussions with the Northland School Board and there were discussions as well with representatives of Alberta Education, the Northern Development Group, the Native Secretariat, and the Department of Advanced Education and Manpower. Support in principle was expressed from these groups for an educational project, and a similar indication of support in principle was received from representatives of the Federal Department of Indian Affairs and Northern Development.

In February 1976 the Department explored the extent to which local groups could legally be given responsibility for self management, including dispersal of government funds. A proposal was prepared for the establishment of a curriculum and support personnel resource centre with community representatives involved in its management. The committee which developed the first proposal had as its members Sherk, Van Dyke, Szumlas, Zahary, and Kozakewich.

A Title for the Project

In March 1976 the title Education North was proposed and adopted. The concept had widened by then to include a greater emphasis on community development. A meeting was next held with Mr. Bob Bogle, Minister without portfolio, who was also the Minister responsible for Indian Affairs. He stressed the need for involving Native people in the project and on any planning committee. At discussions held on 24 March 1976, the Minister of Education drew attention to the curriculum needs of northern schools as outlined in the Swift Report and a report being prepared by Fred Dumont.

In April 1976, Mr. Bogle received a note from the Department of Social Services outlining a severe drop out rate among children of Native background. This note asked for discussions which would include the Minister for Education, Mr. Koziak. It added further emphasis to the need for a project which attempted to meet the needs of the Native people.

Another meeting of the ad hoc planning committee was held on 6 April at which discussions took place about the role of a project co-ordinator. The Department of Education wanted to ensure that he would be appointed by the Department and not subject to approval by the proposed advisory committee. During this month also, the Department sought names of people from community groups to add to the planning or steering committee on an advisory basis.

Detailed Proposals Formulated

In May 1976 a detailed proposal for the Education North Project was produced. It recommended an immediate start on Phase I of the

project which was to be a planning phase and a commencement date for Phase II of April 1977. Phase II was to be the implementation stage and was envisaged as lasting for about four years. Early drafts of the proposal called for a support staff consisting of a co-ordinator plus three consultants, two of whom would be specialists in curriculum and one in community relations. Dumont was acting as co-ordinator at this stage. During May the question was raised again of drop out rates among Native students in the Slave Lake area. Letters passed between the Minister of Education and the Minister in charge of Native Affairs, making reference to the lack of identification of Native students with current educational programs, cultural gap between home and school, and the white orientation of the bulk of schooling experiences.

Ministerial Agreement

On 3 June 1976 the Minister of Education agreed to seek cabinet approval for the project and by 13 June 1976 expressions of support had been obtained from the Northern Development Branch, the Native Secretariat, and the Department of Advanced Education and Manpower, in addition to the Federal departments--the Department of Regional Economic Expansion and the Department of Indian Affairs and Northern Development. The Department of Advanced Education and Manpower insisted that the project must have genuine community involvement and include a firm proposal about evaluation.

The Minister's Advisory Committee

By early 1977 the steering committee planning the project had been given a title, the Minister's Advisory Committee for Education North, although it was not officially constituted as such until 15 November 1977. It met from early in the year and included

representatives of government departments (4) and community groups (6). The Committee was formed on a representative basis which reflected to an extent the inter-departmental nature of the project. There has been some change of membership across time but the representative nature has been preserved. The Committee's report (May 1978) listed membership as follows:

Dr. Harry Sherk - Alberta Education, Chairman, Edmonton
Mr. George Auger - northern Alberta representative, Wabasca
Mr. Bud Bewell - Northern Development Branch, Edmonton
Mrs. Thelma Chalifoux - northern Alberta representative, Slave Lake
Mr. Lloyd Deutscher - northern Alberta representative, Lac La Biche
Mr. Ike Lawrence - northern Alberta representative, High Prairie
Mr. Cal Lee - Native Secretariat, Edmonton
Mr. Dan Maloney - Alberta Advanced Education and Manpower, Edmonton
Mrs. E. Reid - northern Alberta representative, High Level
Mrs. Leona Willier - northern Alberta representative, Grouard

Six of the members were named at large, on the basis of their knowledge of northern Alberta communities. The other four members represented various government departments or agencies. These were the Northern Development Branch of Alberta Business Development and Tourism, Alberta Native Secretariat, Alberta Advanced Education and Manpower, and Alberta Education.

Operations of the Committee

The Chairman, Dr. Sherk, works within the Planning and Research Branch of Alberta Education. Administrative responsibility for implementation of the project resides within his branch and the co-ordinator of the project is an employee of the branch. The Committee has been set up under section 6 (1) of the Department of Education Act. The Advisory Committee was responsible formally to the Minister through the Planning and Research Branch of the Alberta Education Department.

Decisions made by the Committee were to take the form of recommendations to the Minister for action.

All members were ministerial appointees. The representatives of government agencies were nominated by those agencies. The basis for selection of the remaining six was as follows: people in local areas were asked to submit lists of names of likely candidates. The main avenue of approach was through the schools in target areas.

The current director of the Planning and Research Branch, Dr. Mel Fenske, expressed in an interview (1979) some reservations about the effectiveness of the dual reporting which could arise from a committee which was advisory to the Minister but serviced by, and dependent for implementation on a branch of the Department.

Terms of Reference (Phase I)

The terms of reference of the Committee during Phase I as approved by the Minister on 2 November 1977 and as set out in the MACFEN report of 17 May 1978 were:

The Advisory Committee shall attend to the following matters:

(i) development of a rationale to provide the basis for the recommended action plan for Phase II,
(ii) implementation of an evaluation plan for the project,
(iii) recommend budget allocations for the project (Phase I and proposed subsequent Phase(s),
(iv) serve as an advisory body to the project director and meet as is necessary to receive progress reports from him,
(v) recommend proposed strategies to be used in the drafting of plans for Phase II,
(vi) submission of the recommended action with respect to Phase II,

The advisory committee should identify and formulate recommendations with respect to the:

(i) scope and emphasis of the services to be provided during Phase II,
(ii) strategies to be used to gain local involvement and co-operation,
(iii) priorities among various developmental activities that may be proposed,
(iv) budget allocations proposed for Phase II,
(v) evaluation plans for both Phase I and Phase II.

Detailed Planning Begins

A Co-ordinator Appointed

On 7 July 1977 advertisements were placed for a permanent co-ordinator. The advertisement specified a seven month term from October 1, 1977 with the possibility of an extension of four to five years if Phase II was implemented. Delays in appointment occurred and Dumont continued in an acting capacity as co-ordinator as well as performing other duties within the Department. He was finally appointed co-ordinator as from 1 August 1978, but the assistant co-ordinator, Janice Dean, was not appointed until July 1979. At this time, Dumont was about to resign to be replaced on an acting basis by Lalta Kunjbehari, an administrative intern in the Department who served as co-ordinator from August 1979 until January 1980 when Dumont's successor, Dr. David Young, was appointed to the position. The duties of the co-ordinator included:

(i) Planning, organization, co-ordination, and management of Education North.
(ii) Organization and control of Project office.
(iii) Carrying out assignments from Planning and Research Branch on departmental projects related to the provisions of the Canada-Alberta subsidiary agreement on Alberta North.

Proposals for Organization and Estimates of Cost

November 1977 saw the production of detailed proposals including cost and suggested organizational charts. Official approval to proceed with the Education North Project was signed by the Minister of Education on 22 December 1977. Phase I was now officially launched although much ground work had already been done. The Project was titled "Education North: A Human Resources Development Project" and was jointly funded by

the Province of Alberta through the Department of Education and the Federal Government of Canada through DREE.

Concurrently, plans had been proceeding with respect to the wide reaching Alberta North Agreement between the governments of Canada and Alberta. This was signed on 8 February 1978 at Fort Vermilion.

During 1978 guidelines for implementing the scheme were developed and preliminary contacts were established in target areas. Phase II was launched on 1 August 1978 for a four year period with a proposed funding of $350,000 per year plus incremental adjustments, to preserve the level of programming at 1978 rates. Finally, in the autumn of 1978 timelines and guidelines were ready together with suggested criteria for guiding the selection of proposals. The time had come to contact the communities at large.

Approaching the Communities

The flow of information to the communities was by way of the school systems through community contacts by the Education North staff. A pre-condition of initiation of activity in any area was an expressed willingness by the school district to participate in a project. To qualify as a target area the community and school system were required to meet the following criteria:

Criteria for Target Areas

(i) The school system delivers service to communities located within the boundaries of the Northern Alberta Development Council target area.

(ii) The school system delivers service to geographically dispersed communities remote from its central office.

(iii) The school system personnel demonstrate the capability to deliver innovative types of programs and are willing to work with other agencies to effect change.

(iv) The school system board demonstrates a willingness to develop policy and help to implement programs for involvement of community people in operating the local school.

(v) The school system delivers service in a community that does not have autonomous local municipal government.

(vi) The school system is operating a school in a community where considerable numbers of students come from homes with a low socio-economic base.

(vii) The school system is operating in a community where a considerable number of the people belong to an identifiable ethnic or cultural group.

(viii) The school system delivers services to a community where provincial government agencies co-operate with local voluntary groups in developing and implementing social programs.

Other Criteria To Be Met

(i) The community is located within boundaries of the selected target area.

(ii) The community has an operating school.

(iii) The community has a relatively low socio-economic base.

(iv) A considerable number of people in the community identify with a specific ethnic or cultural group, e.g. Indian, French, Ukrainian, German ancestry.

The Basis for Selection

(i) At least one project from each of four geographic areas.

(ii) The potential for many people to benefit directly from the project.

(iii) The degree to which the project satisfies the purposes of Education North.

(iv) The degree to which the project could be implemented elsewhere.

(v) All other factors being equal, projects serving more isolated communities with special needs would be given preference.

(vi) The likelihood that the project can be managed by a group proposing the project within the time and budget available and will result in a published report.

Guidelines Distributed

An initial set of guidelines was circulated to target areas late in 1978. These emphasized that the main aim of the project was process parity. The objective was to involve the community in activities centred on the school in order to stimulate interest in education. Consequently, the actual product was stated to be of lesser importance than the process of involvement of the community persons in planning.

Further planning guidelines were approved by the advisory committee on 8 December 1978 and circulated to community groups.

Revisions of Terms of Reference

The terms of reference of the Minister's Advisory Committee to supervise Phase II of the project were developed in December 1978 and were as follows:

General Statement

> The role of the Minister's Advisory Committee for Education North will be to advise the Minister of Education on all matters related to the implementation, administration and evaluation of Education North, a project with the major aim of increasing the participation of people in decisions about certain aspects of their children's education at the community level.

Specific Terms

The Minister's Advisory Committee shall function as a steering committee for the Education North Project, with responsibility for overseeing the planning, organization and co-ordination essential to the execution of the Education North Phase II action plans. In fulfilling this mandate the Committee's responsibilities will include the following:

- develop guidelines for use in carrying out and evaluating local projects,
- recommend approval of legal agreements with local project authorities,
- develop criteria for identification and selection of project communities,
- establish procedures to facilitate the development of proposals for funding from all pre-determined target areas which involve all parties concerned,
- review the preliminary funding proposals made by the various target communities and make decisions regarding which communities will be invited to prepare and submit detailed funding proposals.
- Formulate recommendations to the Minister with respect to:
    - selection of communities for a project, based on the criteria developed,
    - proposed budget allocations for each project for each year,
    - the appointment of an external evaluator,
    - termination of funding for any specific project,
- ensure that the Minister of Education is kept well informed as to progress and where appropriate, recommend public information releases,
- ensure that the Minister of Education is provided with the necessary periodic progress and financial reporting, and that the project designs and budgets are being adhered to as closely as possible,
- ensure the preparation of a final report on Education North which incorporates data, appropriate statistical treatment, and evaluation findings of projects which were implemented.

The Purposes of Education North

A May 1978 Education North report to the Minister's Advisory Committee outlined general and specific purposes for the Education North Project:

General Purposes

The overall objective of the Education North project is to effect an improvement of the educational service in Northern communities through increased participation of the local community and its residents in various processes of education delivery.

Specific Purposes

The above statement of purpose clearly implies that a great deal of emphasis must be placed on the process of getting local people involved in a meaningful way to ensure the development of the necessary skills, so people can participate. Within this framework and the provisions of the School Act, the Education North project expects to attain its overall objective by striving to achieve the following specific goals:

1. The development of increased parental support and community commitment to schooling by direct, active involvement in the local school's operation.

2. The re-designing of aspects of curricula content, if required, subject to prior approval of Alberta Education.

3. The identification, collection, development, production and dissemination of localized educational materials.

4. The development of an improved program of orientation of teachers to northern people with the view to improving teacher retention, community relations skills and classroom performance.

5. The implementation of a program to encourage long term participation by adults in community education activities.

Anticipated Benefits

In addition, the report anticipated benefits which might flow from the implementation of the project:

> The anticipated benefits of the Education North project are implied in its general and specific objectives. Three publics are expected to be served concurrently: (a) the child in the classroom; (b) the adult in the community and (c) the professional educator. Hence the end product is considered to be multidimensional. For example, several dimensions of the end product involve growth in adults while participating in activities aimed at improving a specific aspect of the school's operation. These are:
>
> 1. Improvement in decision-making capabilities.
> 2. Development of an increased awareness of and support for what goes on in the classroom.
> 3. Improvement in skills of adults within the community to assume advisory responsibilities to educational and other agencies delivering services to the area.
> 4. Development of necessary skills in adults to allow for active and meaningful involvement in the instructional process as para-professionals.
> 5. Development of an increased number of positive identification models for children in the community.
> 6. Development of a more positive relationship between the professional educator and members of the community.
>
> Other dimensions of the expected end products of the project relate to improving service to the child in the classroom. These are:
>
> 1. Improving the relationship between the school and the community.
> 2. Making education, curriculum and instruction more relevant to the needs and life styles of northern Albertans.
> 3. Improving community commitment to education.
> 4. Promoting growth in parental support for what goes on in the classroom, thus enhancing the credibility of the school system.

5. Improving continuity of instructional and ancillary staff services to northern Alberta.

6. Improving the school's holding power on students.

7. Improving student achievement and self image.

8. Improving teacher perception of community goals and objectives.

In December 1978 plans were made to arrange for evaluation of the project by an outside group. The Planning and Research Branch of Alberta Education, in early 1979, called for tenders from interested persons. One such plan was submitted by E. J. Ingram and R. G. McIntosh of the Department of Educational Administration, University of Alberta in July 1979. This proposal was accepted by the Advisory Committee and although a formal contract was not completed between the University of Alberta and the Government of Alberta until January 1980, preliminary work on the evaluation began in September 1979.

Towards Implementation

Meanwhile, during 1979, work proceeded on contacting local groups and formalizing agreements. The organization in local communities of a formal society to manage the affairs of the project seems to have been a major stumbling block. The requirements of achieving formal registration as a society caused difficulties, and achieving formal registration was a pre-condition of the release of funds from Alberta Education. This procedure had been recommended by the Minister's Advisory Committee in its report of 17 May 1978:

> . . . the local project association be registered as a society under the provisions of the Societies Act of Alberta to allow the local association to be a paying authority for the project.

> . . . the funds appropriated to Education North local community projects be paid to the local project associations following procedures acceptable to the Minister.

The envisaged structure of the project at the community level involved local project teams which were responsible to the local society. The intention in making use of local societies was to encourage maximum executive initiatives at the local level. As it turned out, however, the development of strong local initiative was hampered in the early stages by delays in the formalities of registration as a society.

Another problem was with the release of funds to groups attempting to complete the formalities for registration as societies. The Minister's Advisory Committee moved on 22 March 1979 that the Education North office provide front end money of up to $3,000 to communities which had been given approval in principle to proceed with further proposal development.

The control of the funds, however, was through the Planning and Research Branch which could not release funds until a formal Society had been formed. This occasioned difficulty and misunderstanding in the communities.

In PART TWO we examine the development of these local societies.

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(Chapter 2)

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PART TWO

THE DEVELOPMENT OF THE LOCAL SOCIETIES

Figure 2

The Education North Communities

PART TWO

THE DEVELOPMENT OF THE LOCAL SOCIETIES

As noted in Chapter Two local communities were approached jointly by staff members from Education North and the local school system to invite participation in the project.

Early efforts were concentrated on getting four "big projects" under way:

(i) Little Red River in the Northland School Division;

(ii) the Lac La Biche area served by the Lac La Biche School Division;

(iii) Slave Lake served by the High Prairie School Division; and

(iv) Fort Vermilion served by two school boards, the Fort Vermilion School Division and the town's Separate School Board.

For the most part the projects in these four areas had leapt their initial organizational hurdles by the early autumn of 1979. Throughout the autumn and into the new year efforts were directed by the Education North staff to stimulate the organization of projects in small, more remote communities. (In the first round of organization only the Little Red River project and parts of the Lac La Biche project had the characteristics being sought in this second round of organization.) As a result of this work three additional projects were organized, all of them in communities served by the Northland School Division: (v) Atikameg, (vi) Wabasca-Desmarais, and (viii) Fort Chipewyan.

In the five chapters making up PART TWO we draw together preliminary reports prepared by seven different writers whose aim are two-fold: (i) to describe the communities in the Education North project, and (ii) to outline the process by which these communities became involved with the project.

The reader will note that these chapters vary widely in style and organization. Nevertheless, we include them in our first annual report as a means of getting on the record our present understanding of the communities and their Education North projects.

We invite the comments of those of you who have been much closer than we have been to the places and events we are describing. In subsequent reports, with your help, we will iron out the misperceptions, if any, and the unevenness which is all-too-evident in this part of our report.

* * *

CHAPTER THREE

LITTLE RED RIVER

The Community

The Little Red River Band consists of two reserves and one settlement located along the Peace River. (See Figure 2.) All are accessible by air. Only Jean D'Or Prairie has year round access by an all-weather road. Fox Lake and Garden River have winter roads only. Jean D'Or Prairie is ninety-six kilometres east of Fort Vermilion. This road is eventually to become the shorter route to Wood Buffalo Park and north to Fort Smith.

Prior to 1957, the Native people of the Little Red River area did not live on reserves. They lived along the Peace River in family groups, hunting, fishing, trapping and living off the land. These people came from areas such as Wabasca, Trout Lake and Moose Lake. A settlement was established at the confluence of the Peace River and the Little Red River. The people traded their furs for goods at the Hudson's Bay Company Trading Post at Little Red River. There were also a mission and church as well as forestry and other services located there. Today there is nothing left of Little Red River except the ruins of a once thriving trading settlement.

For many years, until 1956, children were picked up by river boat in the month of September, which took them to residential schools located at Fort Vermilion, Wabasca, and Grouard, and were run by the Roman Catholic Church. The students were returned to their families the following year in July.

During those years, the life of these people was nomadic. Principally they lived in small family groups at any number of encampments along the Peace River and its tributaries. Their food and shelter came

mainly from the land. Moose were hunted with great skill, and it provided for much of their tools, food and clothing. Their diet was then supplemented by fish, squirrel, bear, deer, grouse, rabbit, duck, geese, and berries. Traders introduced fur trapping to the Native people and from that time or they became more and more dependent upon the white man for food, clothing and shelter.

In about 1957, the Fox Lake Reserve was officially established. A local day school was started by Indian Affairs and staffed by Roman Catholic Sisters. Welfare payments and family allowances were held back if the children did not attend school. Fox Lake eventually obtained a Hudson's Bay store, church and health station.

In 1964, another reserve was officially established across the Peace River, and upstream, because it was felt that Fox Lake was economically unsound and would soon be over-populated. The new reserve was called Jean D'Or Prairie. The town site was located nine miles from the Peace River. In order to entice the people from Fox Lake to move to Jean D'Or, they were offered new housing, electricity, farming equipment, and a new sawmill (which was never economically viable.)

During this time, a number of families remained downstream at Garden River. Garden River is not a reserve and is located just within the boundaries of Wood Buffalo National Park. The people of Garden River lived there well before the park was established. Today the population of Garden River is strictly controlled by Parks Canada. No growth is allowed; people who cannot trace their family lineage to Garden River are not allowed to live there. The community, for the most part, is independent of the modern trappings of white society.

Local Government

The Little Red River Band is administered by a Chief and Council. The chief can come from any one of the settlements: Garden River, Fox Lake or Jean D'Or. Councillors are elected from all three areas. The present chief is Daniel Nanooch from Fox Lake. Apparently, there is some rivalry between Jean D'Or and Fox Lake, and there has been talk from time to time of separating into two reserves.

Representatives from Indian Affairs assist the Band Council in attaining a level of self-government. Their efforts, however sincere, have often been met with suspicion and frustration.

Community Organization

There are few community organizations. At one time a Ladies' Sewing Club was formed with the purpose of selling Native handicrafts off the reserve; however, without the expertise of a good business manager this has died.

The church and school are focal points for the gathering of people. All the residents are Roman Catholic although the parish has experienced a decline in interest and practice. However, during festive occasions, most of the residents participate. The parish is served by a priest from Trout Lake every four weeks. When he is not available, the Sisters take over his duties.

Educational Services and Structure

All three settlements have schools run by Northland School Division. The schools at Fox Lake and Jean D'Or Prairie are of modern construction and are well equipped educational facilities which rival any to be found in Alberta. The school at Fox Lake has 168 students (1978) from grades one to ten and 21 students (1978) in the early

childhood class. Most of the students who begin school speak only Cree although this is changing with the introduction of television.

The school at Jean D'Or has 112 students (1978) in grades one to nine, and 13 students (1978) in the early childhood program. Most beginners can only speak Cree but again this will probably change with the introduction of television, and with greater access to the white communities close to Jean D'Or. Both Fox Lake and Jean D'Or offer Home Economics and Industrial Arts to the students, quite exceptional when one considers the student population.

Garden River School is quite a contrast to the Jean D'Or and Fox Lake Schools. It consists of three separate classrooms with grades one through eight. There are three teachers at present, and fortunately in the past few years one or more teachers have stayed for more than a year. Students in Garden River enter speaking only Cree. Television has recently been introduced but as yet has not had the same impact as in the other two communities, so it is unlikely that the Garden River children will lose their native tongue as quickly as the children in the other two communities. The teachers of this community must contend with a lack of materials and facilities as compared to Fox Lake and Jean D'Or. Although this school has improved considerably over the past five years, it is still a 'forgotten' institution because the people of Garden River are not on reserve land and, therefore, do not receive the financial support of Indian Affairs. At one time, the school had no less than three sets of teachers within one year and the school was closed for some months.

Although most schools of the north experience a high turnover of teaching staff, these schools have experienced a relatively low turnover. The teachers have committed themselves for the most part to teaching in this isolated situation. They are many miles from the city,

and their relatives and friends. Good housing is provided at a subsidized rent, and the bush provides a ready resource for hunting, fishing and experiencing nature at its unspoiled best. Generally, a comradeship can be found among teachers who are able to survive the rigors of the north.

There has been some effort by Northland School Division to implement a Grade One reading program which is relevant to Native children of these northern communities. Sister Bernadette Gautreau of Jean D'Or has worked over the past five years at developing this special program.

Principally, the education of the children in the Little Red River Band is financed by the Federal Government through grants given to Northland School Division to administer these schools.

Some attempt has been made at adult education. Evening sewing and cooking classes were offered at Jean D'Or. These proved to be quite popular as long as everything was free. Other attempts have been made at providing instruction in agriculture for the local people but these have been attended sparsely. Leadership training courses have also been offered but have not been effective. Adult education of a meaningful type is a long way down the road.

Recreation and Cultural Opportunities

Very little exists in the way of recreation. The school at Jean D'Or has competitive basketball, volleyball, and track and field teams which participate in the Fort Vermilion School Division Sports League. Jean D'Or, Fox Lake and Garden River schools get together for floor hockey tournaments during the winter when the roads are open and an ice bridge has been constructed over the Peace River between Fox Lake and Jean D'Or.

Organized recreation activities for those out of school are almost non-existent. Young men in Jean D'Or do use the gym weekly for floor hockey. There have been a few attempts at organizing hockey or baseball, but these efforts have rarely amounted to much.

Overall, opportunities to live a traditional lifestyle exist predominantly in the more isolated community of Garden River. Fox Lake is less isolated than Garden River but has been able to keep a stronger identity than Jean D'Or. Some of the families living in Jean D'Or have realized this and have moved back to Garden River or Fox Lake in hopes that their cultural heritage may be regained to some extent. No real effort has been made to establish an historical repository for cultural customs and life styles. At this time, it is not in a true crisis state--but as there is greater encroachment on their hunting and trapping areas, and as their traditional life style is eroded, a continuing effort will be required to guard against the disappearance of such a life style.

Economic Activity

The Little Red River Band is predominantly a welfare area. There are a few independent people who do not accept welfare, but for the most part the people live on government assistance. Incomes are supplemented by fire fighting, trapping and odd jobs which might become available from time to time, and the people would prefer to earn a living in the bush.

The band rents out some prime farm land at Jean D'Or to an independent farmer. Attempts have been made in the past to establish a co-operative farm for the community, but this has failed. A lumbering operation was started at Jean D'Or, but it was not economically feasible. A snowshoe factory was in operation for awhile at Fox Lake, but it was not competitive, and eventually became defunct. Occasional make-work

programs were started, such as a garbage collection service, but when the federal monies ran out this was terminated.

The people of Garden River are more of the exception than the rule. They have been able to retain their traditional life style and they have maintained their independence because of their isolation. Much of their income comes from hunting, trapping and seasonal logging work.

Demography

The Little Red River Band has a population of approximately 1,250 individuals: Fox Lake, about 600; Jean D'Or, about 500; and Garden River, about 150. Most of the population is treaty Cree, with a minority of non-status Cree. The white population is less than 50 individuals consisting of teachers, Roman Catholic sisters, nurses and Hudson's Bay personnel.

Although there are no statistics available at this time, the age distribution would probably find a large ratio of people under twenty-five years of age. Families tend to be large, with typically four or more children.

Very few adults have more than a grade eight education. Most students stop attending school when they are fourteen or fifteen years of age.

The population is fairly transient. People move from community to community frequently (e.g. Fox Lake to Jean D'Or, Jean D'Or to Fort Vermilion, etc.) There are a few core families who stay in the community permanently. It is not uncommon, though, for a family to move into the bush for months at a time to hunt or trap. Some families have sworn off the reserve life and have moved into the bush permanently.

Families prefer to live in groups away from the settlement centre. Generally, the ties between families are very strong and a certain degree of antagonism may exist between the family groups. Some families have strong ties with certain communities. For example, a family might live in Jean D'Or but its roots may be found in Fox Lake. Some families are very involved with the community and participate frequently in school functions and reserve politics. Other families keep to themselves and attempt to be as independent as possible.

School-Community Relationships

The school-community relationship is neither good nor poor. The community members generally respect the schools. This is evidenced by the very low vandalism experienced by the schools as compared to other schools located in Northland School Division. The attitudes toward the school vary from keen interest to dismissal. Overall the people do not feel that the school is theirs. It is viewed as an adjunct to the services provided by the white man.

Parental Involvement

There has been some attempt at involving the parents in the education of their children. Some parents view education as the sole responsibility of the teachers but others have taken an active interest. All three schools have parent advisory committees. These have been neither success stories nor disasters. Such concerns as lunch programs and student attendance have been discussed although some of these meetings have turned into an indictment of the teachers or the school's activities. Usually only a few of the family groups are represented at these meetings. Parents have helped the teachers with field trips

locally and to other parts of the province. Volunteer help for activities is usually available.

Garden River has the greatest involvement by parents. Several of the teachers in this community have succeeded in gaining the respect of the community members.

School Involvement in Community Affairs

The schools for the most part do not involve themselves with community affairs. Some teachers attend church services and other activities which may be organized by the community members. In addition, the school buildings have been used for community activities, such as meetings and winter carnivals. Beyond that, the schools are quite independent of the politics and way of the life of the Native people. It would take many years before a 'trust relationship' could be established. In one way, the people want the school to become involved with them, and in another sense they suspect any involvement. It is interesting to note that the family of an elder who had passed away were deeply honored that some of the teachers attended the wake. Teachers in all three communities have been invited to special ceremonies.

Education North Enters the Community

On October 10, 1978, the communities served by Northland School Division were informed of their eligibility for participation in the Education North Project. Mr. Don Weaver, Superintendent of Schools, Northland School Division, was made aware of this by Mr. Fred Dumont, Co-ordinator, Education North. Before Education North would enter these communities, permission must be granted by school board resolution. On October 27, 1978 the Northland's board passed a motion indicating their

co-operation with Education North. It was at this point that Mr. Weaver took the initiative to inform and begin plans for the Education North project in the Little Red River area.

A proposal was drafted by the Little Red River communities which was then forwarded to Mr. Dumont by Mr. Weaver for consideration. The proposal was accepted in principle by Mr. Dumont but with a few changes: 1) "crucial that the project emphasize the case for local lay people involvement. . ."[1] and 2) a de-emphasis of the budgeted costs for production which could be paid for by other means. In December, 1978 a revised budget was submitted by Mr. Weaver.

Building of the Relationship

The relationship between the communities of the Little Red River Band and Education North began through the contact between Mr. Dumont and Mr. Weaver. Mr. Weaver brought the project to the attention of the schools and proceeded to guide the communities in constructing a proposal which would meet the guidelines set by Education North. As the Little Red River committee became established, Mr. Weaver planned to retreat and have the community deal directly with Education North. However, Mr. Weaver's influence was still present in the latter stages of the development of the proposal. That Mr. Weaver wished to remain separate from the project and at the same time have some input is evidenced in a letter dated March 19, 1979 in which he states: "As an interested party in the Jean D'Or, Garden River, Fox Lake Education North Project, I would like to apply for front end organizational money for the project."

The Education North office can be seen as having a two-pronged role. They wished, on the one hand, to encourage the development of the

1. Letter to Mr. Weaver from Mr. Dumont, November 8, 1978.

project which entails giving the proposal group freedom, and on the other, to influence the project so that it meets the guidelines set by Education North. However, as much as Education North wished that the projects be initiated by the local community, they still sought assistance from Northland School Division.

The role of the Planning and Research unit in Alberta Education was of an advisory nature. Dr. Harry Sherk visited the communities with Mr. Weaver to help inform the communities of the project and to lay the basis for subsequent development. Mr. Weaver communicated with Mr. Sherk for some time in drawing up the proposal. This entailed a number of revisions and clarifications before a working document was produced.

The Northland School Board helped with the project by granting time off for teachers to attend meetings, permitting use of school buildings and materials, and incurring some of the initial expenses. Their role can be seen as facilitating the initiation of the project.

The schools of Jean D'Or, Garden River, and Fox Lake played a key role in the building of relationships with their respective communities. The teachers of these schools gave much of their time in order for the project to take effect. The drafting of the proposal was accomplished with the consultative help of Mr. Weaver. The students of the schools were eventually used as resources for stories and ideas for the new grade two reading series.

As the project proceeded, committees were appointed in all three communities. These committees then formed a society in December of 1979.

The development of the project was not without controversy. It was claimed, for example, that the project was not being spearheaded by the communities but was administered directly from the Northland School Division office.

In due course, however, the project was approved and by autumn, 1979 was well under way.

A principal mobilizing force would certainly be Ian Sewall, the project co-ordinator. He has directed much energy and time into the task of producing the grade two reading program. The society has formed task teams. These consist of: 1) a professional writing team made up of teachers experienced in Native education; 2) story collecting teams who record stories from the communities; 3) a basal writing team who write the basic reader for grade two; 4) supplemental story writers who are volunteers; and 5) artists who draw illustrations for the reader. Most of these teams became active in November of 1979.

At year's end, the society has become much more independent than at the beginning. The guiding forces of Northland School Division have withdrawn and work is actively under way in developing the materials proposed by the society.

CHAPTER FOUR

SLAVE LAKE

The Community

1. Location. The community of Slave Lake is situated 248 kilometers north of Edmonton on the eastern tip of Lesser Slave Lake. Located on the north side of Highway No. 2, Slave Lake is about 2½ hours drive from Edmonton.

Public transportation to the community is made possible through the twice daily trips of Greyhound Bus Lines and daily flights (Monday through Friday) by Gateway Aviation.

The Northern Alberta Railway provides commercial services only.

2. History. The original community of Slave Lake was located about 2½ kilometers north of its present site, on the mouth of the Lesser Slave River. This old community of Sawridge was susceptible to serious flooding, particularly in the years of 1920, 1935 and 1954, leading to its relocation.

Through oil finds in the area around Slave Lake as well as developments in the forestry industry, Slave Lake experienced rapid growth from about the mid sixties.

Slave Lake was incorporated as a village in 1961 and attained town status in 1965.

3. Local Government. Slave Lake has a town council composed of the mayor and six councillors. Slave Lake is situated in Improvement District No. 17 which has an office in High Prairie.

The Sawridge Band has been active in creating the Lesser Slave Lake Indian Regional Council, which among its other responsibilities administers the education program previously operated by the Department of Indian Affairs.

4. Community Organizations. There is a wide range of community organizations including five churches, a recreation board, service clubs, the Native Friendship Centre, and children's clubs such as Brownies, Cubs, and Scouts.

5. Educational Services and Structures.

(i) The Pre-school program. This program is offered for 3-4 year old children and has two staff members for thirty children.

The Early Childhood School receives children between the ages of 5-6. Three staff members are responsible for 107 students.

(ii) The regular school program. Three schools provide the program which is operated by the High Prairie School Division out of High Prairie.

Name of School	Grades	Student Enrolment	Number of Teachers
Schurter	1 - 2	245	17
Wahlstrom	3 - 8	615	36
Michener	9 - 12	267	16

The trend in the increase in students can be seen as follows:

Year	1969	70	71	72	73	74	75	76	77	78
Enrolment	709	813	870	1019	1072	1082	1089	1093	1134	1163

(iii) Advanced Education and Manpower. An Outreach program is operating in the communities around Slave Lake. In Slave Lake itself there are three basic types of programs:

i. Upgrading for students who have achieved less than the grade nine level. There is a predominance of Native students enroled in this program.

ii. Upgrading in preparation for trade school and technical schools.

iii. Specific training courses such as preparation for clerk typist positions.

6. Economic Activity. The main source of employment comes from oil and gas developments in Slave Lake and vicinity. The second largest employer is the forestry industry.

There is also a strong core of smaller retailers providing other services such as a bakery, metal works, garages and repair of heavy duty equipment, and general construction. The expansion in economic development is shown as follows:

	1966	1976
Retail trade volume	$2,502,000	$20,100,000
Gross income of population	$3,378,000	$50,950,000
Total construction	$ 436,000	$ 2,751,000

7. Population Characteristics. Some of the data available on population trends in Slave Lake are as follows:

Year	Population
1961	500
1966	1,716
1971	2,052
1976	3,561
1979	

The ethnic mix of the population is somewhere near fifty-fifty Native ancestry (status Cree and Metis) and Euro-Canadian.

The 1976 census showed the following categories when mother tongue is examined:

Language	Numbers
English	2,960
French	120
other	480

A study of educational attainments as of 1976 for community members fifteen years of age and older shows the following:

Educational Level	Numbers
less than Grade IX	400
some high school	975
high school completion	215
some post-secondary studies	515
completed a university degree	100

Our initial impression is that no strong divisions exist in the community and that the often overt discrimination evident in other communities between the Euro-Canadian and Crees and Metis was not

present in Slave Lake. It appears that the Native Friendship Centre has helped in this regard.

Previous Projects in Community Development and Community-School Relationships

There has been extensive community development in Slave Lake and the vicinity associated with the economic expansion presented above. Most of the development took place under joint federal-provincial financing programs and was aimed at three areas: job creation, social adjustment, and development of infrastructure. In the early seventies planners envisaged a total population of about ten-twelve thousand. This did not materialize because of a drastic slump in the forestry industry at that time.

In terms of community-school relations, the School Community Liaison Committee has been active since 1971. This committee gradually evolved into the present Slave Lake Community Education Association.

The original Liaison Committee functioned basically as an "information" body and was made up of the three school principals, the superintendent and the elected board member from Slave Lake. Parents did not utilize the committee except for "complaints". As a whole, it was felt that there were many parents who did not "support" or know about the schools' programs. Furthermore, the parents felt that they really could not help anyway and that they did not have anything to offer to the school.

Attempts at improving the situation consisted of the following activities:

(a) Commitment from the three principals and their assistants to pursue individual pupil's problems.

(b) Change the format of the report card.

(c) Attempts to accommodate parents at parent-teacher interviews

(d) Meet-the-teachers night

(e) Holding school cultural activities, i.e. Christmas concert, plays, science fair, music festival

(f) Hired a guidance consellor

(g) Involving local representatives of community services, i.e. Health Unit, R.C.M.P., Social Services

(h) Career day speakers from different areas.

(i) Introduction of a Cree Language program

(j) Increased French program

The Formation of the Slave Lake Society

Because Education North had to have the approval of the school division before the project could be initiated, Fred Dumont first sought and received approval from the High Prairie School Board. Thereupon, René Anctil, Superintendent of the High Prairie School Division, and Assistant Superintendent Van der Meulen presented background information about Education North to an open meeting in Slave Lake. Parents, teachers and members of the previously active committee, the Liaison Committee, were present at this meeting. This Committee had been active in attempting to improve parent-school relations for several years. At this meeting teachers were advised that they were expected to play a low profile role in Education North so as to allow parents to become more involved. At later times Fred Dumont was present to assist in clarifying the intents of Education North.

Probably the "core movers" of the project were the members of the original Liaison Committee who had been active prior to the introduction of Education North to the community.

The manner of developing the project appeared to be through informal meetings at individual's homes. People were solicited to come via telephone communications. Vivian McCoy, Lynn Bird, and Juanita Dunford, key persons on the Liaison Committee, hosted some of these meetings. Questions were raised during our field work as to what extent Native people were invited and how extensive was the participation of Natives in the development of the project at these early stages.

Because Education North appeared to be directed at the same objectives which had been pursued previously by the Liaison Committee, it provided the financial resources and structure for a group of people who were already keenly interested in improving parent-school relations.

In due course the Slave Lake Community Education Association (SLCEA) received its charter and funding, and began operations in September, 1979. But to get this far they had to "run an obstacle course," in the words of the Association's first President, Brian Pitcairn. "We were ready to chuck it all." As was the case with the other societies in process of formation, the frustrations were of three kinds: (a) becoming registered as a society, (b) the withholding of the "front-end money" they thought had been promised, and (c) writing the proposal and the Schedule A in a manner acceptable to Alberta Education. Temporarily, at least, there was some undermining of trust and confidence on the part of the volunteers working in the Slave Lake Association.

The Association in 1979-80

Bob Harrold was hired by the Association as the local co-ordinator of the project on a half time basis. He began work in September 1979.

"Front end money", financial support prior to the formalization of a contract and becoming an Association, was not forthcoming immediately. The High Prairie School Division "bailed out" the SLCEA until they received their Education North financial backing. This amount was later reimbursed to the High Prairie School Division.

During the autumn and early winter several elements of the Association's program were initiated: (a) the development of a community resource inventory which could be used by teachers, (b) writing a monthly newspaper supplement publishing educational events and activities in the community, (c) sponsoring a speakers' series concerned with parent development, and (d) organizing parent-teacher evenings.

Elements (b) and (c) of this initial program seemed to function well throughout the year. Added to this was a Lunch-Time Fun program and financial assistance to another organization, the Block Parents, which started later in the year.

Early in the new year Brian Pitcairn resigned as president of the Slave Lake Community Education Association and was succeeded on an interim basis by the vice-president, Vivian McCoy. Then, in the month of March a series of events in rapid succession tested the stability and resilience of the Association:

(i) a visit by David Suzuki to Slave Lake during Education Week, though well received in the community, was felt to be poorly organized by key members of the Association board and some school people directly involved in the visit;

(ii) the Association board placed Bob Harrold on what amounted to a probationary period of employment for three months, and stated in detailed terms their expectations for him;

(iii) the annual general meeting was held and a new president, Madge McRee who has strong roots in the Native community, was elected;

(iv) and Vivian McCoy, Juanita Dunford, and Lynn Bird who had been key organizers of the Association from the outset resigned from the board, convinced that the Association was moving away from its original goals.

Thus by year's end the Association had new and as yet untested leadership, and a year of activities in which some definite successes were intermixed with plans that were not successfully implemented, to reflect back upon.

* * *

CHAPTER FIVE

LAC LA BICHE

The Community

1. Location and accessibility. The town of Lac la Biche, 136 miles northeast of Edmonton, is nestled close to the ever picturesque lake of Lac la Biche ("Lake of the Doe") amidst softly rolling terrain and green coniferous forests. It belongs to the "Lakeland Region of Alberta" and true to its title, the area is dotted with many beautiful lakes of various sizes and shapes.

In 1971 an era came to an end in Lac la Biche with the coming of pavement to the town. Gone are the muddy streets and the hip boots, the "Lac la Biche Hush Puppies." Lac la Biche is accessible by car, bus (daily bus service is provided by Canadian Coachways), train (Northern Alberta Railway provides service to and from Edmonton, to and from Fort McMurray), and by plane (regularly scheduled and charter services available from the Airport).

2. Brief history of the community. As with so many western Canadian communities, Lac la Biche's early history was closely related to the fur trade. However, from about 1853 onward, the trading posts relinquished much of their limelight to missionary posts. Father Lacombe worked tirelessly in operating the mission.

Supply and demand are great motivating factors, and the early settlers' needs for shelter and food were motivation to develop lumber and agricultural industries. The first wheat grown in Alberta was at the Lac la Biche Mission in 1855. A flour mill was erected. There were no sawmills then and lumber from the logs was cut by hand.

The Indian and Metis uprisings that flared in western Canada in the 1800's were not escaped by Lac la Biche. In 1885, the Beaver Creek Crees arrived and pillaged the mission stores. Help arrived and eventually Lac la Biche returned to the normalcy of building shelters, planting crops, and generally surviving.

By 1900 Lac la Biche was well on its way to growth and survival. The people made their living by trapping, hunting, fishing and farming. From hand or oxen-plowed plots, the pioneers grew foodstuffs that could be stored, dried or processed.

The early 1900's saw Lac la Biche with two barns, four general stores, a blacksmith shop, a restaurant and bakery. J. Merrick pitched a tent and sold medicines.

In 1914 a telegraph line was strung from Athabasca to Plamondon; a telephone line from Plamondon to the Mission in 1914, and from the Mission to the townsite in 1917.

Spiritual and educational needs were not overlooked. In 1914, both a church with Rev. Fr. Ouellette as rector and a school with Raoul Rouillard as teacher were opened.

As far back as 1916, tourism potential was recognized. Alberta Great Waterways Railway built MacArthur Inn, which flourished temporarily and was closed after a tragic boating accident killed the tourist trade. It is now attached to the 64-bed hospital and is serving as the nurses' residence.

On May 19, 1919, a forest fire swept through the hamlet. Only a few structures escaped the blaze. One was MacArthur Inn which became a temporary shelter for many residents, under the auspices of the Red Cross.

On July 24, 1919, Lac la Biche was incorporated as a village.

3. Local government in the area. The town is administered by an elected council consisting of 6 councillors and one mayor. They serve a three-year term.

Policing is handled by the eight-member RCMP detachment, three of whom cover the town; the other five cover the rest of the district. New town police facilities were constructed in 1971.

Provincial judge's court, family court, and juvenile court facilities are provided.

Lac la Biche hit the headlines in 1977 as the "most violent town in Canada." According to Statistics Canada, Lac la Biche had a rate of 3,684.2 "violent crimes" per 100,000 population, more than six times the Canadian average.

4. Community organizations. There is a wide range of community organizations in Lac la Biche including the following: Chamber of Commerce, Fishermen's Co-Op, Farm Co-Op, Métis Association, and the Arabian Muslim Association.

5. Educational services and structures. School affairs are governed by a school board composed of five members who all serve three-year terms. The 1978-79 Board of Trustees of the Lac la Biche School Division No. 51 are Messrs. Conrad Sehn, Brian Cadieux, E.J. Sehn, E. Coutney and Mrs. Marjorie Shelest.

Mr. E.L. Deutscher is the Superintendent of Schools, Mr. Peter Ponich, Assistant Superintendent and Mr. John Cameron is the Secretary Treasurer.

The Lac la Biche School Division No. 51 has five operating school districts out of the forty-five organized districts. A breakdown of personnel and pupil enrolment in the school division as of December 31, 1977 is as follows:

School District/ School	Grades	Teachers	Pupil Enrolment	Pupil Teacher Ratio
1. Lac la Biche				
Central Elementary	1 - 2	15	248	17.6
Vera M. Welsh Elem.	3 - 6	28	524	18.8
Dr. Swift Jr. High	7 - 8	20.5	360	18.2
J.A. Williams High	9 - 12	25.5	489	20.5
2. Plamondon	1 - 12	15	266	18.2
3. Wandering River	1 - 9	5	112	22.8
4. Caslan	1 - 6	7	133	18.6
5. Rich Lake	1 - 8	3.5	66	19.1
	Total =	119.5	2198	

The town Playschool is held in the Recreation Center every morning, Monday to Friday.

The Department of Advanced Education operates a Community Vocational Centre at Lac la Biche.

6. Recreational and cultural opportunities. Lac la Biche boasts of an indoor sports facility for hockey, curling and figure skating. A ski hill and snowmobile track provide additional winter recreation.

Churchill Park, a couple of miles east of the town proper provides excellent camping facilities, picnic spots, and is one of Lac la Biche's greatest tourist attractions.

In the fall of the year Lac la Biche becomes a hunters' paradise. Ducks and grouse are in abundance, moose are plentiful and one may even find a deer.

The two largest events which serve as opportunities for cultural and artistic development in Lac la Biche are the Pow Wow (which usually takes place the first weekend in August) and the Northeastern Alberta Music Festival. Other cultural activities include Citizens' Band, Community Choir, Ceramics Club and the Rock Band.

7. Economic activity. Lac la Biche has strongly established itself as the "service center" for the needs of the people residing in the nearby communities. There are 139 business establishments serving the people of Lac la Biche and region. Area resources include agricultural products, fish, natural gas, tourism and petro-chemical industry.

8. Population characteristics. There are 2,000 people living in the town of Lac la Biche and 8,000 more in the outlying districts for a total of 10,000 people living in 5,000 square miles of land. The total area of the town is 810 acres, with 213 acres in parks and playgrounds.

Within the community area are people from various ethnic backgrounds: status Indians (Cree and Chipewyan), Metis, French, English, Lebanese, Ukrainian, Rumanian, Hungarian, German, Polish, Italian, Swedish, Scandinavian, etc. They are employed as fishermen, private businessmen, laborers, doctors, lawyers, trades people, government service workers, etc. In spite of social, ethnic, and racial disparities there is a constant and healthy process of interaction, cultural interchange and awareness amongst the people.

The Formation of the Lac la Biche Education North Society.

1. First steps. Mr. E. L. Deutscher, Superintendent of Schools, Lac la Biche School Division #51 saw his first involvement with Education North in August, 1978 when he was appointed to the Minister's Advisory Committee for Education North. His view and that of the Minister was that he would be representing the people in his area as a northern resident, not as a superintendent of schools.

2. Mobilizing the local community project group. In the fall of 1978 (September), Mr. Deutscher called a meeting to acquaint the parents with Education North. All communities in the School Division were represented by two parents from each school.

Mr. Fred Dumont, Coordinator of Education North, officially advised Mr. Deutscher on October 10, 1978 of the eligibility of the school system communities to participate in the Education North project. He added that the first step in initiating a project in a target community must be taken by the school system. The School Board by resolution must agree to allow this kind of activity to take place in the community(ies) in which it delivers educational service. However, if the school system deemed it unwise or impracticable to endorse and support the implementation of an initiative of this kind, then no attempt would be made by Education North to facilitate the development of a funding proposal in any of the potential target communities served by the school system. Consequently, a meeting with the Board and a tour of the Division was arranged for October 30 - 31 during which time Mr. Dumont explained and elaborated on the Education North project to the Board members.

In a motion recorded at their October 30, 1978 meeting, the Board of Trustees of the Lac la Biche School Division #51 agreed to participate in the Education North Project.

After the Lac la Biche Board of Trustees agreed to participate in Education North, the Superintendent of Schools made some efforts to bring the project idea to the attention of the various publics in the Lac la Biche area. It appears that a very good attempt was made to involve local communities in determining what kind of project might take place.

Mr. Dumont informed Mr. Deutscher that at its December meeting the Lac la Biche submission was endorsed by the Minister's Advisory Committee as warranting further development.

The Education North Office expressed its willingness to assist the Lac la Biche local residents in concert with school system representatives in formulating a project proposal for submission to the Minister's Advisory Committee at the end of February.

Mr. Deutscher then requested that the Education North Office personnel be available for consultation on site on January 9 - 11, 1979 at the Lac la Biche School Division Central Office. Mr. Dumont accepted the invitation and further indicated that he and/or M. Kowalchuk would come.

3. Early actions of the project group. In late December or early January, a community meeting was called with Mr. Deutscher presiding. There were a number of teachers present but they were asked not to take an active part in proposal development--this was to be strictly a

"community" affair. Looking back, Mrs. Kathy Lawson, the first Vice-President of Lac la Biche and Region Education North Society, suggested that perhaps the teachers should have been encouraged to take a more active part as they have children in school too, and are also members of the community. In any event, a Planning Committee was formed to get the Project proposal going. There were eleven members on the Planning Committee chaired by Mr. Joseph R. de Cardinale who was relatively new to the area. He was the author of the first preliminary proposal developed for Lac la Biche. (Mr. Cardinale is something of a mystery in the Lac la Biche project. Apparently, he was a Metis, well educated, articulate and very eager to be involved. He was in Lac la Biche for a very brief period and nobody seems to know where he is now). Ideas proposed covered the following areas:

1. Hot lunch programs
2. Participation in student-teacher projects
3. Coordination and communication with the school board through a parent/community advisory sub-committee
4. Total English language immersion
5. Cultural workshops
6. Arts and crafts
7. Intercultural programs
8. Parent participation in daily class teaching under the direction of the teachers
9. Problem student-parent-teacher therapy groups
10. Cultural interchange
11. Mother-tongue language immersion
12. Parent-teacher tutoring services for students

13. Expanded sports and recreational programs
14. Direct coordination and communication with the top school administrators
15. Social advocacy groups for students with special needs
16. Parent- teacher-student discipline boards
17. Music and enrichment

The above ideas were then translated into program plans:

1. Aural-Oral language program
2. Truancy Prevention program
3. Cultural Resource development program
4. Parental involvement program
5. Development-enrichment program for pre-school

The Education North Coordinator, Mr. Fred Dumont visited the Lac la Biche area on February 15 and 16, 1979. He had an afternoon meeting with Messrs. Peter Ponich (Assistant Superintendent of Schools), Joseph R. de Cardinale, E. J. Sehn and Ms. Rosie Reid (Caslan representative) at the School Division Office. In the evening, he met with the Lac la Biche Planning Committee at the Vera M. Welsh Elementary School and noted that a broad spectrum of ethnic, social and racial groups were represented on the Committee. He also noted that area representation was still lacking from Plamondon. Furthermore, he noticed that the Caslan group was most anxious to get the program component to be handled by that community in gear as soon as possible. He also got the impression that the people in Caslan viewed the project as an employment opportunity kind of activity. Moreover, Mr. Dumont thought that the original proposal would not do the kinds of things the committee talked about. A new proposal which describes the various components of the project and the program to be undertaken by each

community group was to be developed and submitted to the committee and then the Coordinator by the next Friday, February 23. The Coordinator agreed to help "flesh out" the draft for resubmission to the Lac la Biche Committee by the first week in March. Mr. Dumont informed the group that the Minister's Advisory Committee would be meeting on March 22 and thus the Lac la Biche Committee was most anxious to have a proposal ready for presentation to the Minister's Advisory Committee at the next meeting.

At this point it should be noted that Mr. Deutscher had backed off from the project because of the "Minister's Advisory Committee's wishes" and that Mr. de Cardinale left town shortly after and nobody knows his present whereabouts.

The April 9, 1979 Lac la Biche project group meeting was chaired by Mr. Brian Chudy. (Mr. Chudy had been in Lac la Biche for about a year working with the Regional Economic Development Council.) The meeting held at Vera M. Welsh Elementary School was well-attended. The majority of the 25 or so in attendance represented the community of Lac la Biche, five were from Caslan, and three were from the Kikino-Rich Lake area.

The members of the Lac la Biche Project Planning Committee were as follows:

1. Randy Clarke
2. Helen Kamelchuk
3. Theresa Patenaude
4. Brian Chudy
5. Lawrence Buehler
6. Dr. Anna Ludwig
7. Rosie Reid
8. Jan Patterson

The above Committee members were given the task of drafting a "bare bones" proposal for submission to the Coordinator for "fleshing out." Sample proposals from Slave Lake and Fort Vermilion were presented to the group. A difference of opinion existed, however, with respect to

the need which should receive first priority (e.g. the Caslan and Lac la Biche groups saw things quite differently.). The new chairman, however, allowed the discussion to flow freely.

The strategy proposed to implement a program to meet the needs identified was regional in nature, that is, five communities and all schools under the jurisdiction of the Division were to be involved. There was little consensus as to which centre would undertake what component of the proposed program. Mr. Dumont, who was at the meeting, noted that the strategy might prove to be too complex an operation to maintain over the long term. There were a number of factors which would militate against the success of this undertaking: distance, different perceptions held by various ethnic groups about what the program should do and local commitment would be hard to come by (except perhaps in the community of Lac la Biche).

The Committee defined three major areas of concern where they think parental involvement is strongly needed. They are listed as follows:

1. Development of a Multi-ethnic Resource Centre - Cultural Workshop Museum
2. Parent participation in daily-class-teaching - Multiple Option Program
3. Multiple Option Program
   - language (aural-oral component)
   - discipline discussion groups
   - French programming

At this point in time all of the work would be voluntary but they did put in a request for $3,000.00 to enable the Committee to defray such costs as materials, phone communication, travel on business to various communities, and incidental costs.

The proposal was then submitted to Mr. Dumont who commented that the development of such an "umbrella" project plan to include the five communities in the region, while at the same time ensuring that the diverse opinions expressed and the needs identified by the people of various ethnic backgrounds from a number of centres, were brought together, prioritized, and translated into acceptable program initiatives was certainly a challenging assignment. He added that should the project proposal be approved for funding under Education North, it would represent an application of the Education North project model which is quite unlike the other projects approved or being considered for approval.

Furthermore, Mr. Dumont thought that the proposal was now sufficiently complete to be considered by the Minister's Advisory Committee for Education North. It would be sent to the members for their study prior to the meeting to be held on Thursday, June 7, 1979 in Peace River.

Finally, the Lac la Biche Planning Committee was invited by Mr. Dumont to send a representative or two to meet with the Minister's Advisory Committee to discuss the proposal, perhaps amplify on it, and answer questions about the implementation plans.

An improved and clearer version of the Lac la Biche Education North Project Proposal was submitted and presented by Brian Chudy to the Minister's Advisory Committee for Education North on June 7, 1979 in Peace River.

On June 8, 1979 Mr. F. Dumont informed Mr. Brian Chudy of the Minister's Advisory Committee's approval in principle of the Lac la Biche Committee proposal. He added that the Advisory Committee has recommended to the Minister of Education that -

Firstly, $60,000.00 of operational funds be approved for the project on the basis of reimbursement of expenditures incurred for the first year (April 1, 1979 to March 31, 1980).

Secondly, the Project's program plan (Terms of Reference) be submitted for its consideration along with a budget breakdown covering the years 1979 - 80, 1980 - 81, and five months of the 1981 - 82 year.

The Coordinator suggested that immediate steps be taken to incorporate as a Society. He sent the Lac la Biche Committee a copy of the Act governing the formation and operation of a Society, a set of application forms, and the Education North guide for local project operation (includes sample budget form used by other groups).

The Lac la Biche and Region Education North Society received its certificate of incorporation on October 4, 1979. The Board of Directors of the Lac la Biche and Region Education North Society at this time were:

		Areas
President	Brian Chudy	Regional
Vice President	Kathy Lawson	I.D.
Secretary-Treasurer	Pam Stach	Venice
Director	Lloyd Deutscher or alternate	School Division Official
Director	Joanne Warkentin	Lac la Biche
Director	Zicki Eludin	Lac la Biche
Director	Dianne Ludwig	Venice
Director	Sharon Hatch	Wandering River
Director	Theresa Patenaude	Caslan
Director	Randy Clarke	Lac la Biche
Director	Bernadine Waine	Rich Lake

In a meeting on October 18, 1979 between the Acting Coordinator and the Board of Directors of the Lac la Biche Education North Project, the status of the project, "Schedule A" for contracts, and strategies for implementation were discussed. The Board of Directors mentioned that they were trying to appoint a treasurer who would be bonded and that a search for a local project coordinator had begun with advertisements in all the local newspapers. Applicants were to be interviewed by a panel of board members. The local project coordinator would assume duties some time in November, 1979.

The format for "Schedule A" was discussed by the Acting Coordinator with Brian Chudy, following the model of Slave Lake. This was outlined to the Board of Directors and was accepted after some discussion. Comments on delays in getting the project started and red tape were made by the Board members. Brian Chudy agreed to develop the "Schedule A" on Friday, October 19 and forward copies of the signed contracts to the Education North office and the Planning and Research Branch.

The Board of Directors decided that since the Lac la Biche project was a[n] "umbrella" project involving five different communities (Lac la Biche, Plamondon, Caslan, Wandering River and Rich Lake) it was necessary to establish parent committees in each community to oversee the various activities. The details of how these parent committees would function had to be worked out. A meeting of the Board of Directors to discuss strategies for implementation of the project was scheduled for Monday, October 29 at 8 p.m. in Plamondon School. The Acting Coordinator of Education North, Mr. Lalta Kunjbehari, agreed to attend this meeting and act as facilitator in these deliberations.

In a series of interviews with the Project's key people from November 7 to November 9, 1979, the following were perceived as the project's goals:

1. "a way of helping the students in the community"
2. "get people involved with the school system in the education of their kids; more parental involvement: not many parents know what's going on in the schools"
4. "presence of more parents in schools would help combat truancy"
5. ". . . need for parental involvement to prevent drop-out and truancy problems"
6. "don't see these things (goals) clearly; there are too many people to get together . . . loosely knit; doesn't know exactly what to do and how to do it . . . moving very slowly . . . need for a coordinator"
7. "a real chance for minority groups to identify and get into the community and get something out of it"
8. "thought of Project North as a way of getting their programs off the ground"
9. "Project North as a vehicle for preventing native students from being discriminated upon in schools and in the community."

The problems indicated by the key people in the project include the following:

1. "how to get parents interested"
2. "in the early meetings, a lot of teachers attended but were discouraged to make the thing more community-based,

more community oriented. The parents were very suspicious of things being laid on them by the School Division. The difficulty now is how to pick the interest of the teachers again."

3. "People are very keen about the project but hate to attend meetings."
4. "lack of guidance by the bureaucrats in Ed. North"
5. "distance is a problem in attending meetings at night."
6. "head office red tape and bureaucratic ineptness"
7. "hundreds of parents were involved at one time or another, but due to time span, interest waned"
8. "lack of definition of projects seen as a problem prior to formation of Society"
9. "goals are there but the group needs someone to clarify these goals."

Present Status

The Lac la Biche Education North Society is organized and funded; they have established an office and have a coordinator in their employ, Mr. Phil Coutney; the exception being the town itself, an Education North parent group has been organized in five of the six communities served by the project. The present status of the program implemented by this society can be summarized briefly as follows:

1. Lac la Biche. A series of art workshops was being offered by a professional artist living in the community to a group of teachers and parents, using the facilities of one of the local schools. The Education North Society was paying the instructional fee and material costs.

2. Wandering River. A program in spinning and weaving for school children, led by ladies from the community, has been instituted.

3. Plamondon. A puppet program for telling stories dealing with the life and people of this area has been initiated, again with community leadership.

4. Kikino. A program of instruction and recreation for children and adults, in traditional Métis dancing, is under way.

5. Caslan. As the reporting year for the evaluation project ended, plans were to begin a ceramics course for children and adults. Otherwise, this community is in a holding pattern.

6. Rich Lake. Led by the school principal, Mr. Selwyn Jacobs, this project focuses on developing student skills in the use of photographic and video equipment. These skills will be applied to interviews with community people during the next school year.

* * *

CHAPTER SIX

FORT VERMILION

The Community

1. Location and Accessibility. The hamlet of Fort Vermilion is located on the banks of the Peace River, 550 road miles north of Edmonton, and 47 road miles east of the community of High Level, a community on the Mackenzie highway system. An all-weather road, presently one-half paved and the rest under construction, provides access to the community from the west. A gravelled secondary road provides access to the Fort from the south by means of a ferry crossing at Tompkins Landing on the Peace River, and through LaCrete, a Mennonite community 26 road miles south of the Fort. Until four years ago, a ferry and ice bridge at the Fort were the means for vehicular traffic to reach Fort Vermilion from the west. Summer, 1978, saw the paving of the local airstrip two and one-half miles east of the Fort. In addition, there are natural facilities for aircraft on pontoons or skis located next to the paved airstrip.

2. Brief History of the Community. The Fort Vermilion community has a long and rich heritage and can trace its history back nearly 200 years, to 1783. Many residents can trace their ancestry back to the first Euro-Canadian and Native contacts in the area. The Fort Vermilion area produced the prize-winning wheat of the Chicago's World's Fair in 1893. In 1914 a Peace River Board of Trade document entitled "The Last Great West" had this to say about the Fort Vermilion settlement:

> Fort Vermilion, 300 miles downstream from Peace River Crossing has three trading stores, a Saw Mill, a Planing Mill, two threshing outfits, a Flour Mill, and the Hudson's Bay Company's Post there is lighted by electricity. There is a large Roman Catholic Mission and School, and the Church of England also has a Mission, and two schools, one at each end of the settlement. The Dominion government has placed one of its many experimental farms at this point and has proved that the climate and soil are eminently suited for farming.

3. Local Government in the Area. A number of provincial government service offices are located in the Fort, including: 1) Opportunity Corps (a branch of the Department of Social Services); 2) Alberta Forest Service; 3) Department of Highways Depot; and 4) St. Theresa General Hospital, an active treatment 36 bed hospital. Apart from one Provincial Municipal Affairs employee who acts as the water-treatment and sewage-disposal officer, and also functions as the local dog-catcher, all other local government offices operated by Improvement District #23 are located in High Level.

4. Community Organizations. There are four church organizations in the Fort: 1) Roman Catholic (the hamlet is predominantly R.C.); 2) Anglican (with approximately 20 families represented); 3) Mennonite Christ in God (with approximately 25 families represented from the area immediately surrounding the hamlet); and 4) an interdenominational group who meet in the Public School for prayer and bible study on Sunday afternoons.

The Fort has an active Board of Trade, functioning since the mid-1920's. Because the Fort is as yet unincorporated, the Board of Trade acts as the community's liaison organization with the provincial government and its many agencies. The Voice of Alberta Native Women plays an important role in coordinating the various Native groups' activities, and dealing with provincial Native organizations. Other community organizations are: Recreation Board (presently attempting to get funding for a combined ice arena-curling rink-gymnasium; Gymnastics Club; Royal Canadian Legion; Historical Society; Home and School Associations; Women's Catholic Committee; Anglican Women's Committee; Hospital Auxiliary Group; and a Library Committee.

5. Educational Services and Structure. Four schools are located in the community of Fort Vermilion:

(1) A Mennonite private school sponsored by the Mennonite Christ in God Church. The school is not as yet approved by the provincial government; it has approximately 15 students and a teacher who is provincially certified.

(2) St. Mary's Separate School operated by the Fort Vermilion Roman Catholic School District #26 (a local school board), with Board offices in the Fort and superintendency from Fairview. St. Mary's offers kindergarten to grade 9, and has approximately 120 students and 6 teachers.

(3) Fort Vermilion Public School, under the jurisdiction of the Fort Vermilion School Division #52, with head offices located in the Fort. This school offers grades one to eleven, and two special classrooms funded under special grants from Alberta Education; it has 11 teachers and approximately 165 students.

(4) The Adult Vocational Centre, commonly called the A.V.C., under the jurisdiction of Alberta Advanced Education. The Centre offers basic upgrading classes, correspondence courses, and life-skills courses. Classes are held during the weekdays and evenings with one teacher and approximately 30 students.

In addition, a Further Education Council is located at the Experimental Farm in the Fort. Courses vary according to the preferences of potential adult students and availability of teaching personnel. It is funded through Alberta Advanced Education.

It should be noted here that these school systems and groups do not associate very much with each other. In fact, the Separate and Public School systems have a history of not being able to get along at all. Education North is, in part, an attempt to bring the two schools (i.e. Separate and Public) in the Fort together and thus bring the community together. More will be said about this later in the chapter.

6. Recreational and Cultural Opportunities. Recreation and cultural opportunities are extremely limited. Fort Vermilion has a curling rink with two sheets of ice, and an outdoor skating rink.

Community meetings are held in either the Separate or Public Schools, the Centennial Hall or Legion Hall. The Canadian Broadcasting Corporation offers television and radio programs through a rebroadcast tower located in the Fort. The transmitter is of low wattage power and thus the range of both television and radio signals is limited to approximately 20 miles. No other television service exists, and the nearest radio station is located in Peace River, 250 miles south of the Fort.

Other activities include hunting, fishing, and horseback riding The summer is excellent for canoeing, and a couple of sports in the Peace River are used for swimming. The river is used for snowshoeing and skidooing, and some country skiing. In March of each year, the Fort hosts a winter carnival with events such as tea-boiling, nail-driving, log-sawing, bannock-making and skidoo and dog-team races. On the July 1st weekend, the Fort holds a Rodeo with races (chariot, barrel and others), bareback bucking contests, calf-roping and other rodeo events. Contestants come from all over northern Alberta to compete.

7. Economic Activity. The basic industries in Fort Vermilion and its surrounding area consist of farming, logging, fur trapping, and services.

Grain and mixed farming provide a livelihood for most farmers who live around the Fort. Because the hamlet is unincorporated, two farms are located within the provincially designated hamlet's limits, and thus cows have been seen to contentedly chew the grass on the front lawn of the hospital. The main crop grown in the last number of years has been rapeseed, due mainly to its short growing season requirements. In addition, the area boasts of never having had a crop failure, even through

the 1930's. More and more land is being cleared around the Fort. Indeed, this year the provincial government announced that it will open up crown land consisting of two townships 10 to 15 miles south of the Fort for homesteading. Unfortunately, this will have little if any dramatic effect upon Fort Vermilion, as will be explained in the next section.

Logging and fur trapping is done in the late fall, winter, and early spring months. Logs are cut, seasoned one year, and hauled to Swanson's Lumber Mill located five miles north of High Level. At one time the Fort boasted two lumber mills, but both of these burned down, the last one about two years ago. Trappers, mainly of Indian ancestry, operate traplines and this provides the primary source of income for Natives, while for many Metis and some Euro-Canadians, it provides a supplemental income (i.e. "weekend" trappers).

As has been mentioned, most local people are employed in the service industry. Such activities would include duties in the local drugstore, Hudson's Bay Company stores, bookstore, service station, bulk oil depot, farm equipment dealership, hardware store, the two school systems and the hospital. While Fort Vermilion has opened three new businesses in the last couple of years (all initiated by "outsiders"), it is interesting to note that LaCrete, located 26 miles south of the Fort, has boomed, and opened at least one business per month for the last couple of years. Similarly, High Level's population, now at approximately 2500 persons, has mushroomed and consequently so has the amount of its economic activity.

The Alberta Forest Service employs 60 to 100 Indians and Metis each summer. These people provide forest fire fighting services. However,

these personnel do not come exclusively from the Fort, but also from nearby Cree reserves.

Provincial social assistance (i.e. welfare) accounts for the only source of income for approximately 10% of the population (about 80 persons) of the Fort. Not enough jobs are available for those who are able or willing to work. While the Opportunity Corps employs 15 to 20 persons, it is primarily a training centre for some clerical and mostly manual labour positions. Those who are desirous of work, and cannot find a placement in the Fort, generally end up leaving the community.

Oil wells and natural gas wells have been drilled and capped in the Fort Vermilion area. Oil and natural gas are known to be located east and south of the Fort, but due to a variety of problems, especially access and the abundance of petroleum in other more accessible regions, these have been left for future development. When the need for oil and natural gas dictates the development of these resources, Fort Vermilion could experience a "boom" period of its own.

A road linking Fort Vermilion and Slave Lake should be completed no later than two years from now. If and when a proposed road running north from Fort Vermilion to Fort Smith becomes a reality, Fort Vermilion could very well become a major transportation link to the Northwest Territories, much as High Level is today. Truckers favour gravel roads because these roads are not so hard on tires, and this road will also cut at least six hours' driving time from the Territories to Edmonton, while by-passing the hills at Peace River.

Most managerial, white collar and some blue-collar positions are occupied by people who have moved into the community.

8. Population Characteristics.

(1) Population and Ethnic Mix

Recent population figures show 800 residents, almost equally divided between Euro-Canadians and Canadians of Indian ancestry. Few status and non-status Indian families reside in the Fort; most make their homes on the numerous reserves nearby (Fox Lake, North and South Tallcree, Jean d'Or). Canadians of Indian ancestry that reside in the Fort are Metis, most of whom live in the Alberta Housing complex of prefabricated houses on the east side of the hamlet. Generally, Euro-Canadians residing in the Fort are not native to the community. That is, they are "outsiders", having come from the "south." Most Euro-Canadians residing around the Fort are of Ukrainian, Scandinavian or Dutch-German background. It is interesting to note that several families from the Maritimes and northern United States have now made the Fort their home.

(2) Transiency/Stability

The transient population of Fort Vermilion consists mainly of the professional groups and Indian-Metis people. Teachers generally stay two or three years, although this is now changing, partially due to the tight job market. Superintendents and principals average less than two years' stay.

Many reasons are offered for the transient nature of professional personnel. Among these is the tendency for people to come to Fort Vermilion at the beginning of their careers; they gain experience and move on. Other reasons include the lack of cultural opportunities which are available in larger urban centres, and the quality of education in a small rural community.

Indian-Metis people move in and out of the Fort, going where a job might take them. These "transients" do not account for a large percentage of the population, however.

(3) Divisions Within the Community

Socially, the community divides itself according to the issue at hand. Divisions can be Indian/Metis as compared to Euro-Canadian, or Indian/Metis as compared to Mennonite as compared to other Euro-Canadians. The Mennonites and the Indian/Metis community have generally not established good relationships. For this reason as well as the wish to be with their own cultural group, many Mennonites do their business in LaCrete, even if they live just a few miles south of the Fort. Another obvious, yet in some ways subtle, split is professional Euro-Canadians as compared to the rest of the community.

School-Community Relationships

Over the years a great deal of effort has been put into trying to get parents involved in the schools. Trustees, teachers, principals have generally been committed to the idea that getting people involved in school matters is important to the schools' success in educating their children. The organization and continued existence of Parent-Teacher groups has been encouraged. Principals and teachers have encouraged parental involvement in such specific activities as field trips, school concerts and extra-curricular sports activities.

However, despite repeated efforts by educational leaders (Parent-Teacher Association executives, principals, trustees, etc.) to get parents involved and interested on a consistent basis in what goes on in the two Fort Vermilion Schools, they have not been very successful.

Many parents feel that they are unable to contribute constructively to the education of their children because they themselves feel they lack the formal education needed. Those parents who are interested in assisting the schools are often working during the day and are involved in community organizations during the evenings.

There is no doubt that the teachers in the hamlet think that parent awareness of and support for what they are doing is less than adequate. The parents on the other hand generally feel that it does not matter much what they say because it seems to them that the way things are done is not open to challenge, or if they say too much, the teachers might take it out on their children. As well, the majority of parents feel that they don't know how to help the school do a better job. Hence, the more parents feel they can't help with or don't have a say in what goes on in the classroom and the more teachers feel that the parents don't care, the greater the alienation. Because parents feel alienated and ineffective and are convinced that they have very few avenues through which to do something worthwhile to help the school help their children, the flow of community support toward the school has diminished to the point where, in the view of some observers, support may have turned to antagonism.

The two schools, Fort Vermilion Public School and St. Mary's Separate School, do not have a history of actively seeking involvement in the community. Rather, the two institutions generally take a passive role and initiate their own projects or programs. However, teachers and principals encourage the presentation of programs of interest to community members such as Christmas concerts, spring concerts, and class plays. In addition, money-raising projects such as car-washes, movies,

raffles, and bingos are mounted by classes and student unions as sources of revenue. On November 11, the schools usually participate in the Remembrance Day services held at the Legion Hall. In spring, the two schools hold their own spring carnival in conjunction with the Fort Vermilion Community Carnival. The two schools also participate in writing and art contests sponsored by the various businesses, municipal service groups, and other local organizations. During "Pitch In" Week (sponsored by Outdoors Unlittered), the schools usually assist in the clean-up of the community and rodeo grounds, as well as cleaning up their respective school grounds.

Receptivity to Change

1. Background. Generally Fort Vermilion has not been totally receptive to change. Fort Vermilion, until five years ago, was isolated in spring and fall. This isolation was not only physical; it was also psychological. With the development of High Level, the community has also remained somewhat stagnant. Even the introduction two years ago of sewage services caused hostile reactions because the natural beauty of the settlement's landscape had to be changed (e.g. removal of trees, replotting of lots, the construction of laneways). The permanent local inhabitants tend to distrust "outsiders" who are seen to come in and change the atmosphere of the community, i.e. those people who attempt to change things too fast, or in areas where change is not seen as necessary.

However, in recent years the majority of the populace has become aware that, to survive as a community, they will need to attract businesses and industry. Therefore, change has become a necessity. Indeed, a new drugstore was opened in the fall of 1979, a veterinary clinic opened the

previous year, and a hardware store just before that. Recent municipal plans indicate that the Improvement District offices will move to the Fort this year. A new hospital has been approved for the community. In short, the community is now ready for change.

2. Attitudes towards Government. The provincial and federal governments are generally mistrusted by the local populace. In the community's eyes, the northern part of the province (including the Fort Vermilion area) has been consistently neglected. Part of this is due to the local M.L.A. being based in Peace River. Not only this, the population base for the provincial constituency includes Peace River, Manning, High Level, and other northern communities. Thus, the people in Fort Vermilion see that their votes really have no impact on the final outcome of an election. If they should vote for an opposition candidate, they feel that such voting may be detrimental to the community once the overall count for each poll is made public. This equally applies to federal elections.

Now that the provincial government is becoming more involved in and more concerned with this area, many people are asking questions about the sudden interest. "What do they (i.e. the government) want from us or our area?" is an often repeated question. In the last couple of years, for example, a water-treatment plant has been built, a sewage system installed, pavement of the highway to High Level begun, and the I.D. #23 offices are about to move to the Fort. In addition, in 1978, the Alberta North Agreement was signed. Speculation exists among many people that the area east of the Fort is rich in oil and natural gas deposits. Could this then be the reason why the government is taking such an active interest in the Fort Vermilion area, or is it simply an altruistic governmental concern for the populace?

Overall, the government has been constantly criticized for neglecting this part of the province. Each and every provincially-initiated program is accepted seemingly as just desserts.

3. Community Cohesiveness. Fort Vermilion may split into factions, depending upon the issue at hand:

1. permanent local residents versus transients
2. Catholic and Protestant, in regards mainly to school attendance
3. Local school control (Catholic) versus School Division control
4. Euro-Canadians versus Euro-Canadian Mennonite groups versus the Indian/Metis population
5. Income disparity

The Fort Vermilion community appears to be not as cohesive as desirable for its continued development.

The Initiation and Formation of the Education North Society

1. Initiating the Relationship. (a) Who initiated the relationship; (b) What procedure was followed?

On October 10, 1978, Fred Dumont, Coordinator of Education North, wrote both superintendents, Mr. M. Goerzen, Fort Vermilion School Division #52, and Mr. L. Duigou, Fort Vermilion R.C.S.S.D. #26 (based in Peace River) advising them that the school communities within their jurisdictions were eligible to participate in the Education North project. Also sent to each was the document entitled EDUCATION NORTH: GUIDELINES and TIMELINES outlining the WHY, WHAT and HOW of the program. The first step towards initiation of a project in target communities rested with the two school systems. In other words, only if the School Boards by

resolution agreed to allow this kind of activity to take place in the communities in which they delivered educational services would the project go forward. If the school systems deemed it unwise or impractical to endorse and support the project at that time, then no attempt would be made by Education North to facilitate the development of a funding proposal in any of the potential target communities served by the two school systems.

Both school systems approved the involvement of their schools in the Education North project.

On November 16, 1978, Fred Dumont, Lalta Kunjbehari, and Dr. Harry Sherk visited Fort Vermilion, meeting with the principals, deputy superintendent and school board chairman of the Fort Vermilion School Division #52 to explain the Education North project. They also met with a group of interested parents of children in the Fort public school, and visited the principal of the R.C.S.S.D. #26 school, St. Mary's.

Support for the Education North project from the two school systems was won, but it took a great deal of convincing by Education North personnel to get the school systems (especially F.V.S.D. #52) to accept the advocated approach (i.e. monies in the hands of the parents and not the school systems). Eventually, the two school systems realized that this would be one method whereby schools within their jurisdiction could receive additional monies to enhance the programs presently offered in the schools. As long as programs under Education North conformed with the School Act and other legal parameters, and the Education North Coordinator would ensure continued monitoring of the project, they were in favour.

The principals of the Fort public and separate schools felt that there was a definite need for more monies for their respective

schools. The channel through which they gained access to the monies (i.e. bureaucratic 'red tape') did not really matter as they were ready to play "the game", as it were. Rather than submitting separate proposals, the principals were convinced after conversations with Education North officials that a joint proposal would be looked upon more favourably by the Minister's Advisory Committee. Furthermore, they felt that they should submit a joint proposal in case other communities in the Fort Vermilion School Division #52 decided to put forth a proposal of their own. One concern felt by the school principals was community control of the monies. But since both school principals would be on the steering and executive committees, they felt they could adequately lead these groups in what they considered to be the "right" direction, i.e. what they considered to be the best for their respective schools with minimal hindrance. Besides, they felt they would have the final say in what happened within their school walls. In addition, both school principals, as "outsiders" to the community, felt that the continued antagonism between the two school systems was detrimental to all concerned and Education North was one way of eliminating, to some extent at least, the undesirable side-effects of having two school systems within a small community.

Interested parents from both school systems in the Fort felt that at last they would be able to have some 'say' in what happened in the education of their children. Although many were somewhat skeptical of the government's involvement at first, they felt that they had to give the project a try, primarily for their children's sake, and also because the school systems would not have control over the "purse strings".

2. Steps Followed in Building the Local Society.

What Steps Were Taken?

Following the November 16, 1978 visit by Education North personnel to Fort Vermilion, the Coordinator advised both school systems that he was looking forward to working with both systems' administration, school personnel, and community members to implement a project in the area. This letter was dated November 21, 1978.

Immediately following the November 16, 1978 visit by Education North personnel, both schools held Home & School Association meetings (instigated by the respective principals) to consider participation in Education North. Many parents felt that the two schools should submit a joint proposal rather than separate proposals. Two joint school-community meetings were held as a result of which a Community Steering Committee composed of all attending interested persons was struck. The two principals, acting as co-chairmen, elicited suggestions as to the approach and expected outcomes of the project.

These community meetings were held in a "neutral" (i.e. non-school) location, the Legion Hall, to demonstrate that the proposal would be a community effort. The fact that the two principals were cooperating indicated to the community members that the schools could in fact work together on such a project. At this point the school superintendents were not directly involved but were kept informed by the principals. Representatives from the R.C.S.S.D. #26 School Board were present during the community meetings (they were also Home and School Association Executive members) as was the Fort Public Home and School Executive and the F.V.S.D. #52 School Board member for Fort Vermilion district.

On December 4, 1978, the Superintendent of R.C.S.S.D. #26 presented the Coordinator of Education North with a Letter of Intent: Joint Proposal Education North, drafted by the Fort Vermilion Education North Steering Committee.

On December 21, 1978, the Coordinator of Project Education North wrote to the two principals, informing them that the Minister's Advisory Committee had endorsed the proposal as warranting further development. Mr. Dumont offered his services to assist the Steering Committee. Further clarification of the Minister's Advisory Committee requirements was sought by both principals in a telephone conversation with Mr. Dumont.

The principals were the prime initiators of the project in the community. They could readily visualize the gains to be made by participating in Education North. They stimulated the Home and School Associations into collective action by "spelling out" the advantages of participation. While both principals instigated the idea of a joint proposal, they "allowed" parents to adopt the proposal as their own. The statements as to how Education North would be active in the schools caused some concern, but they felt they had the final say as to how things would operate within their schools. Therefore, the principals were instigating, participating, and acting as their own informal "watchdogs".

The principals acted as co-chairmen of the project in its draft stage. As a result, they directed the development of the initial and subsequent proposals. Many of the activities listed in the joint proposal of December, 1978 were suggested by the Steering Committee, but key activities were already pre-selected by the two principals.

The two principals felt it was vitally important to present a united front. They wished the public to see that at last the two schools could work together. For these reasons, they worked in concert for the betterment of their schools, community, and school systems.

No Native organizations had any involvement in Education North, nor were they invited to be involved as organizations. Members of the Alberta Voice of Native Women took part in the Community Steering Committee as individual community members.

Present Status

The Fort Vermilion Education North Society in the proposals they developed during the 1978-79 period described above chose as the focus for their work the theme of a "Multi-Cultural Heritage Project." In particular, the Society proposed the following activities:

1. The development and publication of a history of the Fort Vermilion Community suitable for use by community persons, teachers and students . . .

2. The design and implementation by community persons and teachers of localized instructional modules . . .

3. Assist in the establishment of a permanent historical resource centre for Fort Vermilion.

The accomplishment during the 1979-80 year seem to be as follows:

1. The appointment of a coordinator for the Society, Mrs. Gwen Carmichael.

2. The maintenance of a working Society throughout the year.

3. The establishing of "working committees" made up of teachers and parents in the two schools, at least one of which developed an extensive set of proposals for course offerings next year along the lines suggested by point (2) above drawn from the Society's program plan.

4. The bringing together of the two working committees so as to gain agreement on a unified program plan for the next school year, including compatible timetabling.

5. The acquisition of photographic equipment for instructional use.

There seemed to be some "wheel-spinning" in the Society this past year, due to several factors:

1. The need to move slowly so as to win and maintain the support of the different groups in the community.

2. The need to orient a key person in the project, the new principal of the Fort Public School, Mr. Wilfred Dalton, who was new to the school and had played no part in the development of the proposal.

3. Uncertainties related to the role and responsibilities of the Society's coordinator.

4. A leadership style emphasizing openness and ready access to the decision-making processes of the Society which, in the views of some, has had the effect of slowing the work of the Society.

5. Some residual lack of trust and cooperation between the two schools.

* * *

CHAPTER SEVEN

THE SMALLER PROJECTS -- AND A SUMMARY

In this chapter the development and present status of the three smaller projects--Wabasca-Desmarais, Fort Chipewyan, and Atikameg--are described. The status of the seven projects is summarized in the concluding section of the chapter, using a graphical scheme which shows the current developmental stage of each society.

Wabasca-Desmarais

1. Location and Accessibility. Wabasca and Desmarais, although separate hamlets, tend to merge over a 19 km^2 area and are usually considered as a single community. The Bigstone (Wabasca) Indian Reserves are adjacent to Wabasca-Desmarais and may be considered as part of the community.

This community is located approximately 400 kilometers north of Edmonton, and may be reached via highway #2 to Slave Lake, and then via gravel highways #67 and 754 (for 150 km). There is a gravel air strip but no public transportation other than taxi and ambulance service.

Wabasca is located on the south end of North Wabasca Lake and Desmarais on the north end of South Wabasca Lake. (See Figures 3 and 4.)

One-half of the total population (1600) of this community live on the Bigstone reserves and the other half, largely non-treaty Natives, live in Wabasca-Desmarais.

2. History.

(1) Bryan (1969:33) states that the Cree of the region north of Lesser Slave Lake advanced from Lac La Biche via Calling Lake between 1800 and 1850. At the same time a family of Beaver Indians moved from

Fort McMurray
Peace River
WABASCA-DESMARAIS
SANDY LAKE REGION
Slave Lake
Edmonton
Calgary
ALBERTA

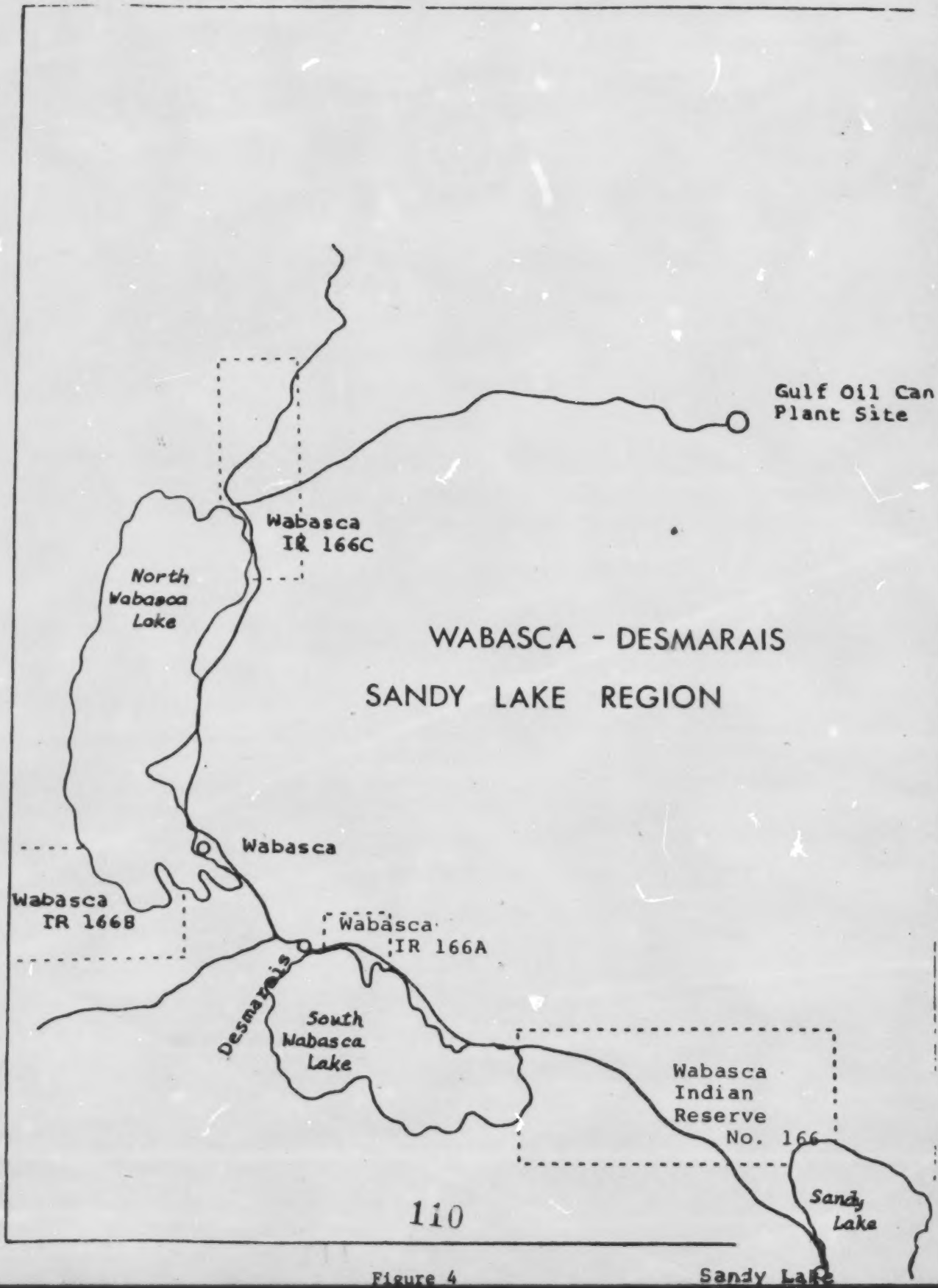

Gulf Oil Can
Plant Site
Wabasca
IR 166C
North
Wabasca
Lake
WABASCA - DESMARAIS
SANDY LAKE REGION
Wabasca
Wabasca
IR 166B
Wabasca
IR 166A
Desmarais
South
Wabasca
Lake
Wabasca
Indian
Reserve
No. 166
Sandy
Lake
110
Sandy Lake

Figure 4

Pouce Coupe. The Beavers at Wabasca are now identified by that surname, although as long ago as 1968 only one Beaver Indian at Wabasca still retains the Beaver language. Cree is now spoken by everyone.

Bryan goes on to say that historic records indicate that the Lesser Slave Lake area was essentially empty of human population prior to 1782 and the vacuum was eventually filled by Ojibway and Ottawa Indian trappers closely attached to trading posts, and ultimately by the more independent Crees. The Crees gradually abandoned their attacks on their western neighbors and settled into the area permanently, and eventually even intermarried with their former enemies, the Beavers, at Wabasca.

Some authors suggest that many of the Metis north of Lesser Slave Lake went there to seek refuge following the Riel Rebellion.

(2) Bryan reports the first trader as Peter Pond beginning in 1778.

(3) In 1891 Father Desmarais was the first Roman Catholic missionary to begin working in the area.

(4) In 1899 Treaty #8 was signed by the Indians of the area. The population at that time was approximately 200.

(5) The first school began in 1899 in a shack bought by the missionaries for $80 from Thomas Gladue.

3. Local Government in the Area. Wabasca-Desmarais is located in Improvement District #17 whose administrative office is located in Westlock, a distance of approximately 260 km south. A number of government service offices are located in the community including Forestry, Highways, Health Services, Land Tenure Secretariat, Opportunity Corps, and R.C.M.P. The schools are administered by Northland School Division with offices at Peace River, a distance of approximately 390 kilometers northwest.

A study of the Wabasca-Desmarais area by Arctic MacKenzie for Gulf Oil of Canada Ltd. in 1977 indicates that there is massive involvement of both federal and provincial government departments. Their report states that people of the area feel that there is lack of integration, coordination and understanding of government services.

4. Community Organizations. Vicki Cardinal, working with the local Land Tenure Secretariat, did a survey of the community in 1978 and reported 20 local community associations. These range from a sewing club to PTA groups. Three of the Native associations were inactive at the time of her report in April 1979.

A former Mission School residence, St. John's became a Community Center in 1970.

5. Educational Services and Structures.

(1) There are two schools in the area, both operated by Northland School Division, St. Theresa School, Wabasca (Grades 1-6) and Mistassiniy (the Cree word for big stone) School, Desmarais (Grades 1-12).

These schools were operated by the Anglican and Roman Catholic churches for approximately 60 years, ending in 1960, when they were taken over by the Government under Northland School Division. Another school, St. Martin's Indian Residential School at Desmarais, operated by the missionaries was closed in 1973. This school was converted into a Community Center by the Bigstone Board.

A fire in November 1979 destroyed the Mistassiniy School. At that time there were 361 students, 24 teachers, and 10 teacher aides utilizing that school.

St. Theresa School of Wabasca had 280 students in 1976.

(2) Adult Education. In 1977 there were four programs available: a Community Vocational Center for upgrading; a Satellite Alberta Vocational Center; Basic Job Readiness Training, in which employees are subsidized by Manpower to obtain basic skills necessary for specific jobs; and In-Service Training whereby government assistance is provided for on the job training.

In 1976 a total of 42 students were reported to be enrolled at the CVC. These students received 50 percent funding from DREE and 50 percent from the Alberta government.

(3) Other: 1976 enrollment figures indicated a kindergarten group (Early Childhood Services) of 36 children at Wabasca and 26 at Desmarais. In addition Desmarais had a special education group of 17 pupils.

6. Recreational and Cultural Opportunities. Gulf (1977:96) reported the following: (1) Recreation in Wabasca-Desmarais is generally disorganized; (2) Schools seem to promote hockey, fastball, and basketball; (3) Swimming programs are promoted during the summer months by a part-time recreation director hired by the Community Recreation Board; (4) T.V. watching, movies and playing pool are very popular.

The physical facilities include the school gyms, the outdoor rink, a movie theatre, and a baseball diamond.

7. Economic Activity. The area is basically a consumer rather than a producing economy. Each study or report gives different employment figures but it appears that there are approximately 15 non-Natives plus the teachers, and 90 Native people who have full-time employment in the community. Others may have part-time employment and many depend on social

assistance. Most families have a trapline and there is some seasonal employment in lumbering, fish and game, and fire-fighting.

The Gulf report (1977:41-50) lists 37 occupations in the area ranging from RCMP, taxi drivers, staffing for three general stores, to government service workers. On the whole most people employed are in public service occupations.

8. Population Characteristics.

(1) The estimates of the total population numbers vary considerably according to source. It appears to be approximately 1500 to 1700 persons. This figure includes those living on the Reservations and those in the Wabasca-Desmarais settlement. The Wabasca-Desmarais population in 1979, according to Cardinal, was 895. Reports indicate that there is considerable transiency in the area with shifting of the population between all reserve areas and such places as Slave Lake, Fort McMurray and Edmonton.

(2) The population is about 50 percent treaty Indians living on the reserve and 50 percent non-treaty Indians, Metis, and others living in the village. (The total non-Native population, less than 100, is included in the 50 percent living in the village.)

(3) Both on and off the reserves, over 50 percent of the population is under 15 years of age. The total number of under 15's was 395 off the Reserves and 288 on the Reserves.

(4) Reports indicate that in the past most students dropped out of school at grade 6 but more recently more students are remaining in school until grade 9.

(5) Reports from surveys, letters in the newspaper Achimowan (1964-69), and information from former workers in the community, all

indicate serious rifts and hostilities between organizations, individuals and the government. The Gulf report (1977:27-29) talked of a "three-way split" between Treaty people, a short-lived Chamber of Commerce, and the Metis. There were also indications of a split within the Metis Association; and conflict between provincial and federal government representatives and the local associations. One of the stronger organizations in which people seem to be working together is the Land Tenure Secretariat Committee.

The three churches: Roman Catholic, Anglican and Pentecostal were described as currently not being "a major factor in the life of the Community."

(6) Major problems in the community have been described to include:

1. Low levels of employment and the resultant dependence on governments for assistance.
2. Health problems including malnutrition, alcoholism, high infant mortality rate, and lack of safe water and sewage systems.
3. Limited coordination and cooperation in community-related activities.

The Initiation and Development of the Education North Project.

December 1978: The people of Wabasca-Desmarais first heard about Eucation North through their local member of the Minister's Advisory Committee, George D. Auger.

January 1979: "After support from local groups such as the Bigstone Band and The Alberta Teachers' Association Sub-Local was received, a public meeting was called in January 1979." (Project Committee

Proposal for Funding, September 12, 1979)

(1) A planning committee including teachers, parents, students and representation from the Bigstone Band and service agencies of the community was established.

(2) Through a series of formal and informal meetings a proposal for funding was developed.

The Planning Committee had three formal meetings in which discussion focussed on the lack of community involvement in education in Wabasca-Desmarais. It was felt that there was a definite need for an Education North project to improve the relationship between the community and the school.

June 1979:

(1) The Opportunity Corps supervisor, Jerry Hunt, advised that Lorna Gladue had been appointed as a community development facilitator and would be involved in determining and assessing the people's views about the Education North project.

(2) Janice Dean, newly appointed Assistant Coordinator, working out of the Education North High Prairie office, was assigned to help Lorna Gladue and the group to identify needs and write up a project proposal to submit to the Minister's Advisory Committee for Project Education North.

July 3, 1979: The Project Planning Committee submitted a first draft proposal for funding to the Education North Office.

July 27, 1979: Janice Dean met with Lorna Gladue and members of the Wabasca-Desmarais Project Committee. The meeting consisted of Janice and Lorna; two parents, a Mrs. Gladue and a Mrs. Sinclair, and one teacher, Mr. Jim Sharpe.

At this meeting concern was expressed regarding student dropouts, community competition for funding and other conflicts. Janice offered suggestions for the expansion of the proposal.

September 12, 1979: The Wabasca-Desmarais Planning Committee's Proposal for Funding was submitted to the Minister's Advisory Committee.

October 1, 1979:

(1) The Minister's Advisory Committee recommended approval in principle of the Wabasca-Desmarais project.

(2) The Education North Office was expected to give assistance to the Wabasca-Desmarais Committee to submit a revised proposal in November.

November 9, 1979: A meeting scheduled between Janice Dean and the Wabasca-Desmarais group was postponed. The postponement was related to: problems created in the community by the destruction of the Mistassiniy School and Health Center by arson on November 3rd, and the absence of teachers who were attending the Northland School Division's annual in-service meeting in Edmonton.

November 23: The rescheduled meeting between Janice Dean and the Wabasca-Desmarais Project Committee was again postponed. A late November meeting, involving ten people, yielded the detail needed by the Minister's Advisory Committee to approve the project at its next meeting.

(1) The Interim Project Committee consisted of: one councillor from the Bigstone Band, Melvin Beaver; one parent, Jennie Sinclair; one School Trustee, Paul Auger; and three teachers from **Mistassiniy** School including the principal.

(2) The list of groups and individuals supporting the proposal numbered twenty-five, indicating strong support from Mistassiniy and the Bigstone Band area.

Present Status

(1) In early March the officers of the Society were elected at a community meeting attended by about ten people (An attempt to elect officers at a community meeting some weeks earlier had failed when only three persons appeared.) All officers will be in the community during the coming school year as well, lending stability to next year's operations.

(2) A coordinator, Mrs. Cecile Young, was appointed in mid-June.

(3) As of the end of our reporting year, no program activities had been implemented. Terry Lusty, the Society's president, reported that he was trying to bring the Board together to discuss priorities for Mrs. Young's work during the summer.

(4) Mr. Lusty reported five areas in the Society's program: (i) community use of school facilities, (ii) job career counselling, (iii) activity chaperones, (iv) community involvement in cultural activities, and (v) development of a community resource inventory.

Fort Chipewyan

1. Location and Accessibility. Fort Chipewyan is located on the north shore at the southwest end of Lake Athabasca, 360 air miles north of Edmonton, just east of the boundary of Wood Buffalo National Park. A few miles to the west and south of Fort Chipewyan lies the extensive Peace-Athabasca Delta, created by deposits of sediment from the silt-laden waters of the Peace and Athabasca Rivers.

The Fort Chipewyan landscape is dominated by three elements--water, rock, and wood. The community stretches for about three miles along the Lake Athabasca shore, and is close to the intersection of several major waterways making up the Mackenzie drainage system. The landscape is also characterized by resistant granite hills, round and smoothed by glaciers some seven thousand years ago. The hills are thinly covered by white spruce, jackpine, and the occasional clump of white birch.

A paved road links the airport, six miles to the northeast, with the settlement, and continues through the western segment of the settlement to disappear in the muskeg at the point where the winter road to Fort Smith begins.

Fort Chipewyan is an isolated community, lacking an all weather road connection to any other settlement. The community's main contact to the south is by way of Pacific Western Airlines' scheduled flight three times per week. A winter road to Fort Smith, open January to March, also decreases the isolation of Fort Chipewyan. People can drive out and produce can be brought in even though it is still one thousand miles via Fort Smith and the Mackenzie Highway to Edmonton. During the summer months, contact with the outside can be also achieved by boat.

The barges of the Northern Transportation Company call at Fort Chipewyan every two weeks during the shipping season which runs from the third week of May to the first of October.

2. History. Fort Chipewyan is the oldest continuously settled community in Alberta. The settlement was originally established as a base of operations from which the fur trade and exploration could expand into the far northwest. During the 1770's, the success of the Frobisher brothers who established a post for fur trading on Lake Ile-a-laCrosse stood as a testimonial to the existence of a rich source of furs in the unexplored regions beyond the upper Churchill. In 1778, Peter Pond penetrated further and spent his winter trading furs at the head of the Athabasca delta.

In 1778, Roderick Mackenzie accompanied by his cousin, the great explorer Alexander Mackenzie, went to Pond's fort on the river and then travelled north to the lake and founded a trading post which is now referred to as Old Fort Point. The fort was shifted in the 1970's to a location on the northwest shore, the present site of Fort Chipewyan. It became a trading center that serves the rich fur resources of the Athabascan area.

3. Population. Fort Chipewyan is a small community with a population of approximately 1300 residents. Most of them are descendants of people who lived in the area for many years, the majority (90%) being Treaty Indians and Metis people of both Chipewyan and Cree origin.

4. Community Organizations. The local organizations of significance are as follows:

(1) The Local Advisory Committee

This local body is the creation of the Alberta Department of Municipal Affairs. A chairman and seven councillors are elected under the auspices of the Field Service Branch of Municipal Affairs. The Committee at its monthly meetings is consulted in the making of decisions; it is asked to establish a budget annually; and, it is proposed to have them make decisions such as the awarding of contracts for services, e.g. garbage collection. Under the existing legislation, the Committee has no authority to expend public funds directly.

Despite its limited authority, the Advisory Committee is playing a valuable role and is actively looking into such matters as industrial development and other matters of public concern.

(2) The Cree and Chipewyan Bands

The largest percentage of Fort Chipewyan's people are Treaty Indians, both Cree and Chipewyan. The two bands have merged their administrative and management functions together and employ a common staff. The functions of the Band organization cover welfare administration, counselling, Treaty privileges, economic development projects, recreation and community development. In terms of its relationships with the Alberta Indian Association, the Band performs semi-political functions as well.

(3) The Metis Association (Fort Chipewyan Local)

This Association represents a far smaller number of people and has no permanent staff. The President and one

or two of the directors appear to carry most of the load. The President participates regularly in the Edmonton-based Metis Association of Alberta meetings.

The Metis Association has been a major force behind the Athabasca Fishermen's Co-operative in which Metis members predominate. In the short run, the continued development of the fishing organization will absorb most of the energies of Metis Association members. Looking further ahead, the Association might provide a useful vehicle for other development ventures.

Considering the above three organizations together, the danger exists that the Band, the Advisory Committee, and the Metis Association will each independently pursue what they deem to be important social and economic objectives. The improvement of co-operation and communication between local organizations must be an important goal for Fort Chipewyan. This has particular significance for mobilization of the labor force and economic development in general.

(4) Other Local Organizations

Other local organizations are worthy of note. The C.M.C. Co-operative, the primary role of which has been to operate the local co-op store, has been successful in providing employment as well as a shopping alternative to the Hudson's Bay Company.

5. Educational Services and Structures. There are two schools operating within the community of Fort Chipewyan. Bishop Piché is operated by the Department of Indian Affairs and offers grades 4 - 12 to all residents--Metis, Treaty students, and so on. It is staffed by ten teachers and has about 180 students. Fort Chipewyan Public School offers grades 1 - 3 for all students and is administered by the Northland School Division. It has six teachers and approximately 80 students. In addition, Fort Chipewyan Preschool offers a valuable learning experience to preschool children--ages three and a half to six years--and prepares them for entering grade 1. With two teachers, the Preschool is attended by 50 students.

6. Economic Activities. The economy of the area is based primarily on the following activities:

(1) Trapping

Historically, the primary income-producing activity of Native people in Fort Chipewyan has been the trapping of muskrat, beaver, and certain other species. A large portion of the male labor force has been involved in this activity.

(2) Commercial Fishing

Fishing has always played a vital part in the subsistence of the Fort Chipewyan natives. In the last half century, commercial fishing has been an important source of employment for the natives, especially in summer. McInnes Products Ltd. of Edmonton began commercial fishing on Lake Athabasca in 1926 and continued without interruption

until 1970 when their assets were sold to the Department of Indian Affairs.

(3) Lumbering

For years the logging and sawmilling of timber for fuel and construction has provided employment for Fort Chipewyan residents. Over the past decade, forestry has rivalled and sometimes surpassed trapping in its benefit to the community. Swanson Company Ltd. has been lumbering in the area since 1955; the majority of the mill workers come from Fort Chipewyan. The logging contractor also obtained most of his men locally. However, the supervisory personnel come mainly from outside the local area. Thus the largest proportion of income has always gone to outsiders despite the fact that more local people are employed.

(4) Mining

Mineral exploration and exploitation has provided income for a few Fort Chipewyan residents, but the work is often irregular and of an unskilled type. Most men only stay for a short time because of lack of experience and difficulty in communicating with employers. Mokta Ltd., a company searching for uranium at Cluff Lake only 60 miles from Fort Chipewyan, was for example, unsuccessful in holding men.

(5) Transportation

Employment in transportation along the Athabasca and Slave Rivers and Lake Athabasca waterways used to be a

traditional source of income for local people in Fort Chipewyan. Since the completion of Highway No. 5 to Fort Smith, freight passing through Fort Chipewyan has drastically decreased. Thus employment opportunities have also dropped. Although Pacific Western Airlines operates a scheduled airline service into Fort Chipewyan, little employment for local people is provided by it other than a few positions at the air terminal.

(6) Government Departments

In northern Canada, government is a major economic factor. Work projects, regular government employment and social assistance make up a very large part of the income of northerners.

7. Problems in Community Life. The following is a summary of several characteristics of community life in Fort Chipewyan:

(1) The life style of the people of Fort Chipewyan is as much characterized by being able to go and shoot a moose or a beaver, or catch some fish, or do a bit of trapping whenever the spirit moves, as by anything else. The people do not typically regulate themselves according to any particular schedule, nor do they function within a regulated environment (be it an organization, a company, a community, etc.) particularly well.

(2) A high rate of unemployment and underemployment. Underemployment in the community can be attributed to the lack of a sound economic base in Fort Chipewyan. As a result of the remoteness of the community, the possibility of any

major industrial venture without government subsidy is highly unlikely. Therefore, in order to supplement seasonal and temporary employment, residents are forced to live on social assistance.

(3) Fort Chipewyan, like many other Native communities in Alberta, is faced with social problems such as juvenile delinquency and alcoholism. As a result of Fort Chipewyan's isolation and the fact that it is self-contained, these problems have become visible and apparent to community residents and visitors.

The Initiation and Formation of the Education North Society

In June 1979 the Superintendent of Northland School Division, together with representatives of Alberta Education, Dr. Harry Sherk and Fred Dumont, travelled to Fort Chipewyan with the purpose of introducing the Education North program to the residents of the community. The meeting, held at the Fort Chipewyan Public School, was well attended by a number of interested parents and local community members. Towards the end of June, the Fort Chipewyan PTA called a special meeting to discuss the possibility of Fort Chipewyan applying for funding under Education North. On July 3, 1979 a letter of intent to develop a proposal for funding was forwarded to the Education North office from the chairperson of the Fort Chipewyan PTA, Maureen Clarke.

On August 7, 1979 the Assistant Coordinator of Education North, Janice Dean, went to Fort Chipewyan to help the Planning Committee in drafting the preliminary proposal. After further work on the proposal by Mrs. Dean and a review of the re-draft by the Planning Committee, it

was submitted to the Minister's Advisory Committee at its October, 1979 meeting where it was approved in principle.

The members of the Planning Committee were as follows:

Maureen Clarke - President of the PTA, Fort Chipewyan Public School
Dan Sharon - Principal, Fort Chipewyan Public School
Robina Polet - Teacher, Fort Chipewyan Pre School
Mary Voyageur - Vice President, Bishop Piché PTA
Marjorie Wylie - Metis Local Representative

Description of the Project

The overall objective of the Fort Chipewyan Education North Project is consistent with the provincial objective--namely, to improve the relationship between the school and the community by involving the parents in relevant decision making with respect to improving the delivery of education services in Fort Chipewyan. The following benefits are being sought after:

1. Parents will gain confidence in their administrative and decision making capabilities. They will also be encouraged to assume responsibility and commit themselves to Project activities through involvement. Parents will also improve their perception of the school as being an integral part of the community and become more aware of education goals and objectives.

2. Teachers will gain a better understanding of local culture through activities designed to research the history of Fort Chipewyan. In turn this will improve their perception towards the people and community. The teachers will then be better equipped to deliver education which will be more relevant to local needs.

3. Students within the community will be able to take part in reviving the distinct history of Fort Chipewyan. The Project will improve student self-perception in being a part of such an important venture, in addition to discovering that the history of Fort Chipewyan may have evolved around their ancestors.

Program Plan. The Program activities are specifically designed to utilize total community resources including senior citizens, teachers, ministers, local organizations, etc. in the development of curriculum materials and instructional programs. Emphasis will be placed on the process of generating participation from parents and community residents.

The focal point of involvement will be centered around the history and heritage of Fort Chipewyan, a history which began with the establishment of a fur trading post approximately 200 years ago. The documentation and production of such materials will be localized and distinct to the community of Fort Chipewyan. Program activities should generate high interest from community residents, since much of what they will be participating in from the start is something about which they know a great deal, but have never been asked about (e.g. the past history of Fort Chipewyan gained through personal experiences and from their parents and grandparents).

The parents, community members, teachers and students will work together in searching, documenting, and producing local histories relevant to:

1. Methods of hunting and fishing
2. History of art, music, and dance of Fort Chipewyan
3. history of Fort Chipewyan, including archaelogical studies, historical documents, history of important events
4. Photographs of old buildings
5. Types of rocks within the community; their collection and mounting
6. Documentation of flora and fauna in the area
7. History of food, medicine, early clothing, gardens, care of infants, use of birch bark
8. Documented and taped stories and legends of the area
9. Organized trips to historical sites

Present Status

The following points summarize what has happened in the Fort Chipewyan project in the months following its approval in principle by the Minister's Advisory Committee in October, 1979.

(1) During a November visit to Fort Chipewyan, the acting coordinator of Education North, Lalta Kunjbehari, was informed by representatives of the Joint Bands Council that they had no knowledge of, nor input into, the local proposal. They requested that the Fort Chipewyan Education North project not proceed lest it interfere with efforts by the Bands Council to achieve local control of education.

(2) Lalta Kunjbehari recommended to Maureen Clarke that until this matter is cleared up and the support of the Bands Council gained they not proceed with the project.

(3) Simon Waquan, the Bands Council manager, was to bring Education North before the Council to seek their support.

(4) In January, 1980 Maureen Clarke reported that the task force investigating local control for Fort Chipewyan had not been meeting, and pressed to re-activate the Education North project.

(5) The Minister's Advisory Committee at its February meeting re-affirmed its support for the Fort Chipewyan project, whether or not the Bands Council was in support.

(6) In mid-March the election of Board officers took place at a community meeting. Maureen Clarke was elected president and Lorraine Courteoreille, the wife of the chief of the Cree band, was elected to the Board, symbolizing the support of Native Indians for the project.

(7) As of the end of our reporting year, a coordinator for the Fort Chipewyan project had yet to be appointed, and the Society had not yet begun to implement its program. Project leaders seemed to be giving

top priority to development work on the history and heritage of Fort Chipewyan.

* * *

Atikameg

The Atikameg project was the last to be initiated by the provincial Education North office. Although an earlier initiative had been taken by Fred Dumont, this had lapsed and so the beginnings of the Atikameg story can be traced to Janice Dean's visit in September, 1979.

After schools had opened in the autumn Mrs. Dean visited the principals at Gift Lake, Atikameg, and Red Earth, all of whom were newly appointed, to talk about Education North. Of the three principals, the most enthusiastic at the outset was Carl Christiansen at Gift Lake. He worked with Charlie L'Hirondelle, now a member of the Minister's Advisory Committee, to organize a community meeting at which the Education North idea could be tested. Some interest was shown at the meeting; a sub-committee of parents to write a proposal was appointed; but nothing further happened. Mr. Christiansen reported that there was not enough interest to proceed.

The principal at Red Earth said that he didn't have the time to pursue the project himself but said that he would raise it with the PTA. There was no further communication from Red Earth.

Lloyd Muir, the principal at Atikameg, was also new to the area. He discussed the idea with Tommy Oar, the president of the PTA, and following this, organized a meeting by sending notes home with the school

children. About fifteen people, parents and school people, responded to the invitation, expressed interest in Education North when the project idea was presented to them by Janice Dean, and appointed a committee to prepare a proposal for submission to the Minister's Advisory Committee.

Lloyd Muir, Irene Nahachick (a school aide), Dan Cushing (a teacher) Tommy Oar, and Marina Thunder (also a school aide) worked with Mrs. Dean to prepare the proposal which was approved in principle by the Minister's Advisory Committee in late autumn.

At a community meeting in January, with some 15-20 people in attendance, the officers of the Society were elected:

Stan Dodman - President
Dan Laboucan - Vice President
Penny Poitras - Secretary
Rick Poitras
Mabel and Russell Grey
Marina Thunder

The Society set to work on registering with the Societies Branch and preparing its Schedule A in anticipation of funding and active program operations. Registration procedures and the Schedule A were successfully completed by spring.

But a staff crisis in the Atikameg school just before Easter has effectively put a stop to efforts at implementing a program. The details of the staff crisis are not known to us. Apparently, a condition of severely strained staff relations had been developing in Atikameg throughout the autumn and winter. A specific event triggered an open confrontation within the staff, into which the community was drawn when a group of teachers sought community support.

The results of the event were several: (a) a number of teachers have left the school, including Stan Dodman, Rick Poitras, Dan Cushing,

and in an unexpected move, Lloyd Muir, the principal; (b) the Education North Society has been badly hurt; and (c) community relations have been negatively affected as well.

Not only were three members of the Society's board lost as a result of the incident in the school, but for unrelated reasons, Dan Laboucan has apparently become inactive in the Society and Marina Thunder plans to leave the community.

An attempt was made to fill the vacancies on the board at a community meeting scheduled for May 8th but only Stan Dodman, Rick and Penny Poitras, and Janice Dean appeared.

Marina Thunder has since attempted to secure replacements for the board by door-to-door visitation. At the end of our reporting period, attempts to revitalize the society were as yet inconclusive. With the officers of the society yet to be determined, a coordinator has not been appointed and no steps have been taken to implement the program.

The proposed program is focused on organized after-school recreational activities for students, such as cubs and scouts, which in the words of Stan Dodman are "desperately needed" in the community.

Summary

In the five chapters making up PART TWO of this report, we have described the communities involved in the seven Education North projects, and have discussed the processes by which the seven societies came into existence. We have described the early organizational problems these societies have faced, and have outlined the present status of each society with respect to the implementation of its program.

As a means of identifying the present stage in the development of each local education society, we have created the six-stage classification chart presented in Table 2.

We then make use of this "stages of development" typology to present graphically in Figure 3 the current status of each of the local societies in Education North.

Several cautions should be observed by the reader in interpreting Figure 3. First of all, Education North is not a horse race and Figure 3 should not be used to identify leaders and stragglers as the "race" enters the backstretch. If we insist on thinking of Education North as a race, it should be remembered that the "horses" have entered the race at different times and they are running on different tracks. That is to say, each local society is facing a unique set of problems and has a unique set of resources with which to address these problems.

Secondly, progress from stage to stage is not necessarily uniform and secure. Progress may be halting, especially at the early stages, and then great progress may be made quickly. On the other hand, it is possible that because of a severe organizational crisis--for example, a key program experiences failure--a society which had been functioning at Stage V (active program operations) may slip back to Stage IV.

There is a third and final caution which applies specifically to interpretation of the position noted for the Lac La Biche society in Figure 5. This society is unique in that it operates in six centres, not all of which by any means are operating at Stage V as we indicate in Figure 5 for the Lac La Biche project. In two centres, for example, work is still at the "early operations" stage. But taken as a whole our estimate is that this project has entered the fifth stage of development.

This brings to an end the descriptive material in our report. In PART THREE we turn to an analysis of Education North, selecting from our descriptions the factors and forces that seem to be shaping the project at the end of its first year of field operations.

* * *

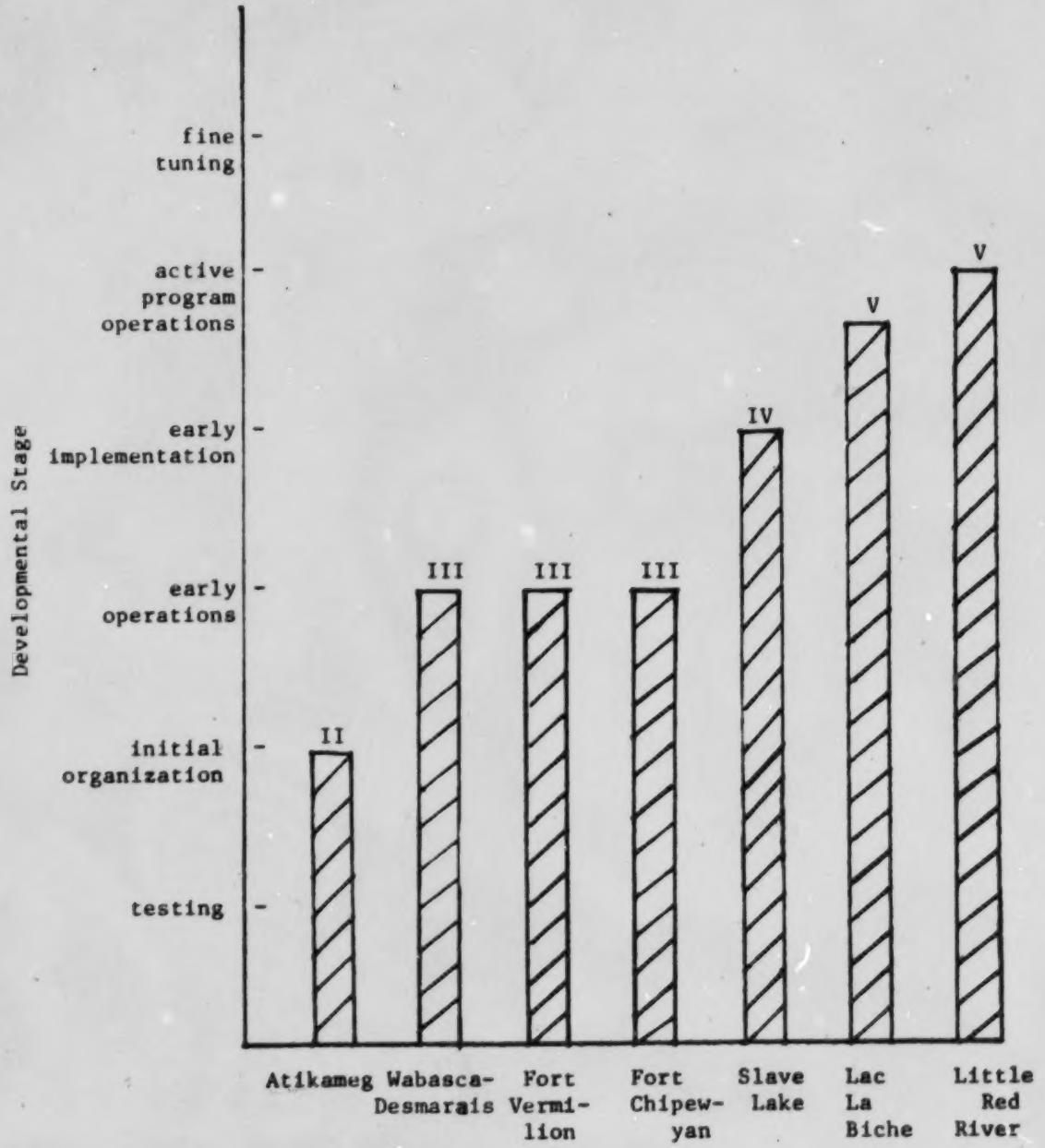
Table 2

Stages in the Development of Local Societies

Stage	Description
I. Testing phase	This includes the initial community meeting at which the Education North idea is presented, and may extend a step beyond if a group is established to test further the idea of the EN program.
II. Initial organization	After gaining approval in principle for its program proposal, the community group proceeds to the election of officers, registration as a society, and writing a Schedule A.
III. Early operations	The Board of the society appoints a coordinator, takes steps to establish program priorities, and begins the recruitment of community persons to implement its program. The society experiences its first organizational problems.
IV. Early implementation	At least one program of the society has been implemented. The organizational problems associated with active operations are being addressed and tentative solutions are being found.
V. Active program operations	A number of program activities are under way, not necessarily with the same degree of success. The organization is healthy but major problems such as succession of leadership have yet to be faced. Program assessments, formal or informal, are under way and steps are being initiated to strengthen the less effective program elements.
VI. Fine tuning	Program activities have been evaluated and less effective activities have been upgraded or eliminated. There is general confidence regarding the competence of the society, both internal to the organization and external to it. Organizational problems, including leadership succession, have been handled successfully. The Board begins its search for "new mandates."

Figure 5

Present Status of the Seven
Education North Societies



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PART THREE

ANALYSIS

CHAPTER EIGHT

EMERGING ISSUES

Introduction

Education North is a strategy designed to change the nature of school-community relationships in selected northern Alberta communities. The idea of strategy is very important in understanding Education North. In Webster's dictionary we find that strategy is "the art of devising or employing plans or stratagems toward a goal." The ultimate goal of Education North, as it is for the formal education enterprise taken as a whole, is to improve the quality of the school experiences of children and young people. What makes Education North unique is the particular "plan or stratagem" which it employs to achieve this goal.

During the planning phase leading to the development of Education North, the most fundamental question addressed by the planners had to do with choice of strategy. At that stage, there would have been a fairly wide range of possibilities. For example, the planners could have argued that the best way to improve education in the small, somewhat isolated communities of northern Alberta would be through the economic development of these communities. Had their thinking taken this starting point, the emphasis in Education North might have been on job creation activities, with the argument being that students would take a greater interest in their schooling if they could see a direct payoff in the form of paid employment in their community at the end of their school days. But as we all know Education North did not adopt an economic development strategy.

Another starting point in devising a strategy might have been to pinpoint teacher turnover and inadequate teaching skills as the basic problem in northern Alberta education. Had the Education North planners

adopted this starting point, they might have designed a teacher corps strategy which would marshal the energies, enthusiasm, and special skills of an elite corps of specially selected, trained, and remunerated teachers to man our northern schools. Again, perhaps for obvious reasons, this possibility was also passed over.

As best as we can determine only two strategies were seriously considered by the planners of Education North. One of these was a curriculum development strategy, managed by school systems, aimed at producing more, relevant curriculum materials for use in northern Alberta schools. Reflections of this strategy are to be found in the Little Red River project about which more will be said later in this chapter.

The strategy which won the day in Education North, however, was a citizen involvement strategy focusing on the improvement of school-community relations. It is natural to ask the question: was this the best choice? is this the best strategy given current conditions in the schools and communities of northern Alberta?

While it is natural to ask this question, it is not one which can be answered by the Education North project itself, nor by the evaluation project being carried out in association with it.

As project evaluators we address a different question: to what degree is the citizen involvement strategy achieving the goals established by the Education North planners? In answering this question, we nevertheless leave unanswered the more fundamental question as to whether this is the strategy which should have been pursued in the first place. While this may seem to be a serious problem, in practical terms it is not serious at all. If Education North is successful, or even partially successful on its own terms, we will all have reason to celebrate. If it is not

successful, we will still be ahead of where we are at present, in the sense that one seemingly promising strategy can be struck from our list.

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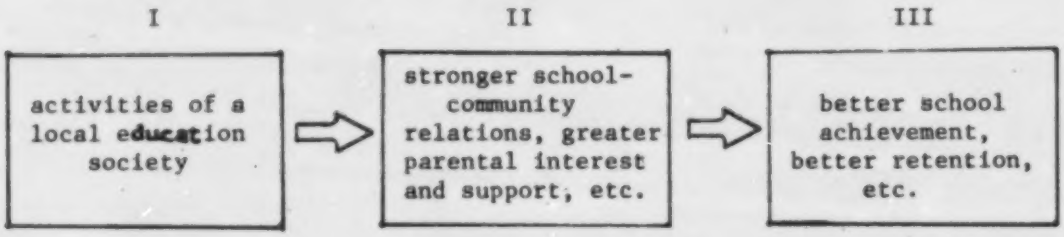
Education North makes use of something new to Alberta education in achieving citizen participation--an organizational innovation known as the local education society. The principal evaluative question can thus be written: are local education societies effective agents of change in improving school-community relations?

The underlying rationale of Education North can be represented as follows:


I
II
III
activities of a local education society
stronger school-community relations, greater parental interest and support, etc.
better school achievement, better retention, etc.

It is clear that the process envisaged by the Education North planners is entirely dependent on being able to create and maintain energetically functioning local societies. The first task of the Education North project, then, is to show that stable local societies can be organized.

In the pages which follow we deal with a number of issues emerging from the efforts of the people involved in Education North, both paid staff and volunteers, to create and maintain the local societies.

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Our analysis of the emerging problems in Education North is based on knowledge of the work of the societies, gathered in a number of ways--primarily by means of fairly intensive field study, supplemented by the study of project documents and interviews. We present our analysis in the spirit of formative evaluation; our intention is not to make judgements but rather it is to share the insights we've achieved in the interest of strengthening the project as it gathers momentum and enters its most active phases.

Our presentation is a form of qualitative analysis which we refer to as issue analysis. We arrive at the issues by classifying the recurring problems faced by participants in the project. The validity test of this form of analysis is a simple re-check with key participants in the project. The question to ask is this: do these issues address concerns which are significant to you in your project?

Eight issue areas have been identified. In the discussion presented below, each issue is considered in turn, according to the following system: (1) the issue, (2) illustrations of its presence and importance, and (3) discussion.

Issue I

Accountability and Responsiveness

The Issue

A major intent of the strategy selected for Education North was to motivate, encourage, and support local educational improvements by harnessing the energies that are released when people tackle problems that are important to them--in other words by being responsive to the needs, wants and the competencies of local communities. On the other hand local societies were to be accountable to Alberta Education, the funding agency, for carrying out the activities they contracted to carry out and for spending the funds in a responsible and proper manner. Both of these expectations are appropriate, of course, and accountability, ideally at least, should not come into serious conflict with the intent to be responsive. The issue during the first full year of the operation of most societies revolves around keeping a judicious balance between accountability and responsiveness.

Illustrations

The initial problems encountered in forming and organizing societies led to a great deal of input from Alberta Education and the Education North office. For example, the development of proposals, applying for registration as a society, developing project plans ("Schedule A's") and obtaining start-up funds. These processes consumed, in the eyes of many society leaders, an inordinate amount of time. In their minds the balance was tipping in favour of accountability. However, they looked forward to the day when these problems would be solved and they could carry out their contracts with a minimum of outside interference. Because of the financial accounting procedures selected by Alberta Education many society leaders believe that this day has not come as yet and probably never will.

The procedures used for handling accounts through Alberta Education place a heavy overemphasis on financial accountability to the detriment of responsiveness. On top of the earlier struggles to register as societies and to write acceptable "Schedule A's", the inordinate time in handling accounts, the clumsy line of communication in determining detail and documentation and the attention paid to detail by Alberta Education has created a strong perception on the part of society leaders that they lack control over both programs and funds. This is having a suffocating effect on many societies.

Discussion

Although financial accountability is very important in a project such as Education North, it is our contention that it has become over-balanced in respect to the other side of the scale--responsiveness. Therefore, we would recommend that a new system of financial accountability be devised, which would allow for optimum responsiveness, but would still protect the public interest with respect to improper expenditure of funds. Several systems might be possible:

(1) Societies could be treated in the same manner as other contractors with respect to financial accountability. For example, the contract for the external evaluation of Education North.

(2) The Education North office could be established as a project and funded as such. It could then fund the societies in a manner which would maintain a balance between accountability and responsiveness.

(3) Societies could be funded yearly or twice yearly with a post-audit based on program plans submitted with a budget, which would form the basis for funding.

Issue II

The Role of the Co-ordinator

The Issue

One stratagem employed by Education North was the encouragement of societies to establish the position of co-ordinator--that is a part time or full time employee to give administrative leadership to the society. All societies have adopted this practice (or are about to) and have expressed the opinion that the co-ordinator does or should play a key role in the operation of the society. The position and role of the co-ordinator becomes an issue when the characteristics and terms of reference have not been classified and specified before the appointment, when the relationships with the Board have not been worked through and accepted by both parties, when people with inappropriate characteristics and skills are appointed and when a new Board does not understand or accept the arrangements made by the previous Board.

Illustrations

The problems we have observed in the society coordinator's role occur in one form or another, in all societies. The major problems centre around the division of responsibilities between the co-ordinator and the Board and the failure to execute clearly specified contracts with adequate job descriptions and conditions of work provisions. Although one task of most co-ordinators is to animate volunteers there are reports of people declining volunteer assignments with comments that the paid person should do the work.

Discussion

Although difficulties have developed in most societies over the role and responsibilities of the co-ordinator there is general agreement regarding the importance of the position. There is also general agreement

that the ideal co-ordinator should (1) be trusted and respected in school and community, (2) have high level facilitating and organizing skills, (3) be sensitive to problems and concerns of the society and the community, (4) have knowledge and insight into the workings of the school and community, (5) be able to catalyze efforts of volunteers, and (6) be on top of details without emerging as an authority figure.

Because of the importance of the co-ordinator role and because of the potentially high turnover in boards of directors, we suggest that societies continue to give high priority to working on mutual roles and responsibilities of co-ordinator and Board. It is also suggested that the Education North office consider offering workshops or short courses for co-ordinators.

Issue III

The Role of the Human Resource Professional

The Issue

Most projects aimed at community or organizational development through an emphasis on grass-roots involvement select as a key stratagem the use of human resources professionals--that is persons with skills in managing and facilitating the work of groups. Although Education North is a community development project which emphasizes grass-roots involvement, it has not used human resources professionals as part of its intervention strategy, except for some of the assistance given by the Education North staff.

Illustrations

In the initiation of the project, animateurs were not used to motivate or organize community groups. This task was left to the devices of each community following a collaborative undertaking by school system and Education North officials to inform the community about the project. Education North staff did provide technical assistance to societies in writing their proposals and in applying for registration as a society--but not the kind of organizational assistance an animateur might provide. In some cases human resources professionals were involved, but not as a part of a deliberate strategy to initiate or develop the project. In fact there was a strong perception held by many during the first stages of the project that school staff members and other human resources professionals were not to be active organizers of the project. This perception was still strong at the end of the first year of operation, but was beginning to weaken in some cases.

Discussion

This issue has its roots in a concern that professionals, especially teachers and school administrators,would dominate in giving direction to the local societies. In fact there is some evidence that this was true. In one case an interviewee reported that parents could not serve on committees because the teachers volunteered first. However, one can distinguish assistance in handling organizational problems from assistance bearing on the substantive program of the local society.

The organizational problems faced by most local societies might have been resolved more easily and more effectively if the assistance of an animateur would have been available. Therefore, it is suggested to local societies that room be made for this kind of assistance and that this kind of assistance be actively sought.

It is also recommended that the efforts already started by the Education North office to provide this kind of assistance be encouraged and expanded.

Issue IV

Community Conflict

The Issue

In all communities, large and small, one can find different groupings of people with different points of view and interests they seek to further. In some cases the pursuit of different interests by different groups does not lead to conflict; indeed the activities of one group may be complementary to those of another. However, in other cases the objectives and activities of the various groups may be in conflict. In large communities these conflicts tend to be neutralized or ignored. In other words groups of like-minded individuals can pursue their interests in relative isolation from those with different or competing interests. In smaller communities such as those involved in Education North these conflicts are more exposed and more difficult to manage. It is next to impossible for individuals and groups with differing interests and goals to isolate themselves from one another when, by virtue of the size and nature of the community, they are forced to live and work together for major portions of time.

Conflicting community interests becomes an issue in Education North when local societies take as a goal, or are forced by circumstances, to mediate the conflict between community groups, or are viewed as pursuing the interests of one group to the detriment of another group.

Illustrations

Conflicts between groups have surfaced in practically all societies. In Fort Vermilion, for example, there are long standing differences between the supporters of the two school systems. In Fort Chipewyan there is a perceived conflict of interest between the objectives of the Bands Council

with respect to the Bishop Piché School and the interests of the PTA and other supporters of the school operated by the Northland School Division. In Wabasca-Desmarais there is a long standing set of differences between the two communities. Each of these sets of perceived differences, and those in other societies as well, are causing problems for the societies involved. For example, in Fort Chipewyan, Bishop Piché School is not represented on the Board of the Society, nor is it officially part of the Education North project, yet the proposed program cannot operate effectively without the participation of the Bishop Piché staff, students and parents.

Discussion

Community conflict cannot, nor should not, be eliminated. In fact healthy conflict is needed to catalyze and maintain change and development. What is required is an effective management of conflict. This can best be done by recognizing the existence of conflicting groups, by becoming aware of their differing aspirations, motives and modes of operations as these impinge on the operations of the society, and by operating in such a manner as to gain the respect and confidence of as many groups as possible so that co-operation can be achieved in moving toward the goals of the society. One way that this might be done is by making sure that the interests of each group are attended to and, if possible, that each group is represented in some fashion on the Board of the Society.

Issue V

Leadership in Volunteer Organizations

The Issue

A major set of problems faced by most volunteer organizations is the attraction of competent and motivated leadership personnel, the maintenance of this leadership over a sufficient period of time to have optimum impact and the provision of leadership succession without seriously disrupting the organization. These problems are magnified in situations such as those faced in most Education North societies where the pool of leadership potential is small because of the size of the communities, where several volunteer organizations are competing for the same pool of talent and where the volunteer society has an unclear mandate and an uncertain future.

Illustrations

The leadership problem has manifested itself in different ways in different societies. However, most societies have had some problems. One society faced collapse when its leadership was lost through staff turnover in the school and the loss of a key member to another community. Another is facing serious difficulties because of succession problems--the leadership changed drastically because of conflict between two factions. Others have had to turn to the schools and other human resources professionals to help them out of difficulties and still others have faced conflict and frustration because of difficulties in conducting meetings and administering the affairs of the society.

Discussion

All of the problems associated with leadership in volunteer organizations cannot be overcome; however, some steps might be taken to soften their impact on the operation of the societies. For example, as the societies become more stable and their mandates are clarified, it should be easier to attract and hold good leadership. It may also be possible to increase the pool of competent potential leaders by offering workshops and short courses for Board members on topics such as: conducting meetings, managing conflict, problem solving, program planning and communication.

Issue VI

Relationships with the School Systems

1. The Issue

In the planning stages at the provincial level for the Education North project, two different strategies were actively considered:

(i) a curriculum development approach in which schools and school systems would be directly involved in the management of Education North projects; and

(ii) a community involvement approach in which community groups (later referred to as local Education North societies) would manage self-initiated projects with a considerable degree of autonomy from the local school system.

As we all know the latter approach was clearly opted for, but in the early stages of implementing Education North throughout northern Alberta there was a residue of misunderstanding which had to be overcome. Senior administrators in at least two of the northern school systems (who had been consulted with in the early planning of Education North) had the clear impression at the outset that the mandate of Education North was to sponsor school system-managed curriculum development projects for the creation of curriculum materials and support programs which would be more relevant to northern communities.

It was within this context of some uncertainty regarding the mandate of Education North that implementation began. From the beginning, then, there have been some ambiguities and potential tensions in the relationship of Education North and the local systems.

2. Illustrations

The issue has taken several forms:

(a) What role is appropriate for a school system in defining the nature of a local project and in managing the development of the project?

These questions were basic in the Minister's Advisory Committee debate over the approval of the Little Red River project in the early autumn of 1979. The questions were answered clearly. Although the role of Northland School Division personnel in initiating the basic idea for the Little Red River project was found to be acceptable, the Division office was to have no direct role in managing the project. This injunction seems to have been scrupulously observed by the Divisional central office staff.

(b) What is the appropriate role for school system personnel at the leadership level in local Education North societies? Different societies are answering this question in different ways. In the Little Red River and Wabasca-Desmarais societies, members of school staffs are serving as presidents and are prominent on the executive. In Fort Vermilion, the two school principals are serving on the Board but would prefer to be acting ex officio as advisors to the Board. Throughout the seven societies teachers and principals are serving on Education North boards. Indeed, two superintendents and one Divisional board member have accepted board positions with local societies.

There can be no doubt that school personnel are active in the local societies. This is in spite of the fact that in at least two school jurisdictions--Lac La Biche and Slave Lake--teachers who were actively involved at the outset drew back in their active participation when cautioned by their superintendents that Education North is to be a community led project. It was reported to us that teachers in these areas have experienced some uncertainty as to what their role should be.

This uncertainty regarding the appropriate role for school personnel extends throughout the seven local projects. Two reasons are noted:

(i) turnover of school personnel may have a de-stabilizing effect on the local society if the society is heavily dependent on them for leadership.

(ii) involvement of school people as leaders pre-empts opportunities for the exercise of leadership by local people.

(c) To what degree should local projects have a school-focus as opposed to a community-focus? Again we see a wide range of answers as we survey the seven communities. In Kikino, one of the Lac La Biche project centres, the project is completely community-based. In Rich Lake, the project has a very strong school focus. In Fort Vermilion the project seems to have veered sharply to take a strong school focus as well.

It is understandable that school personnel would tend to see Education North as a source of funds for their schools, just as community groups might seek funds for their projects, however unrelated to education, from Education North as well.

We can summarize all of the above examples in a single expression: there is a kind of built-in tug-of-war in Education North between the interests of school, on the one hand, and community, on the other. Whatever the degree of overlap in these interests, and it is considerable, nevertheless there are unresolved tensions that continue to nag at Education North operations in the seven projects.

3. Discussion

The key emerging issue in all of this, as we see it, is how to achieve the necessary autonomy for the small, relatively weak local

education societies in relation to the large, well organized, relatively powerful school systems with which they work, while maintaining an equally necessary level of school system support and encouragement for the work of the societies.

We see then that the issue is one of balance between autonomy and support. The school systems need to stand just far enough back from the societies to lend them autonomy and independence, yet close enough to lend support.

When we look ahead, we see difficulties in maintaining this balance. Inherent in the situation within which Education North is working is a potential energy in the school systems to lose patience with the balancing act which they are being asked to perform, and to assume direct control. Indeed, as local societies develop and implement program activities which directly affect the internal operations of schools, this restrained potential for assuming control or even absorbing these programs is more likely to be released.

Issue VII

The Meaning of Involvement

1. The Issue

With the decision by the Education North planners to make use of a **community-based** strategy, involvement has been a central element guiding the design and implementation of the project. Our strong impression, based upon a review of the early project documents and interviews with the persons who conceived Education North, is that the planners emphasized a particular notion of involvement, namely involvement in the policy decision-making process of the local Education North boards. The term process parity was used to indicate the standards to be aimed for in decision-making--a condition of equality in the influence exercised by lay persons and professionals as key decisions were made.

Our review of this first year of active operations at the local society level shows that involvement has been given a number of interpretations which range over a wide spectrum in terms of actual influence on decision-making.

2. Illustrations

Some examples of the various ways in which the idea of involvement is giving shape to practices in the local societies are outlined below:

(a) Involvement is understood as informing the community about the work of the society and other education-related events, e.g. the Slave Lake society's monthly newspaper supplement.

(b) Involvement is understood as attendance at events sponsored by the local society. Examples: participation in the Kikino dance program which teaches Metis dancing, attendance at school events at Rich Lake to view the media work done by children under the sponsorship of Selwyn Jacobs.

(c) Involvement is understood as attending and taking part in discussions at meetings in which Education North business is discussed. For example, the Fort Vermilion society this past year has made use of a "town hall" style of meeting open to all members of the community with free entitlement to speak on any matter.

(d) Involvement is understood as providing essential resources of skill or information to the work of the local society. Examples: in Plamondon, providing background information for the creation of their puppet shows; in Little Red River, providing stories, illustrations, and translating services for the books the society is preparing.

(e) Involvement is understood as taking leadership roles in organizing events and activities. This may be exercised at the Board level or through one of the working sub-committees. As an example of the latter, we cite the program of speakers managed by the Parent Development Committee in the Slave Lake project.

3. Discussion

We might think of a ladder of participation or involvement, the higher rungs of which represent higher levels of involvement, if we stipulate that degree of involvement is related to the amount of responsibility assumed and/or the active, creative nature of the contribution.

The purposes of Education North can be understood in terms of nurturing more people to climb to higher rungs in the ladder of participation. The practices in the field this past year are reminding us that involvement does not necessarily begin by a sudden leap to the high rungs. The local societies are recognizing that many parents will simply not come to meetings, particularly in some of the Education North communities. This being the

case, the societies are finding ways to reach out to the parents and involve them at whatever rung in the participation ladder seems to work.

This frequently means that the involvement has nothing directly to do with policy decision-making. Hence, the idea of process parity is inapplicable in assessing much of what is happening in Education North at the local level.

Issue VIII

Specificity and Clarity of the Project Focus

1. The Issue

The issue here has to do with the narrowness or breadth of the area staked out by each society, within which its program of activities is being developed, and the effects this has on the workings of the society.

2. Illustrations

Little Red River serves as an excellent illustration of a project which from the outset has had a clear, specific focus. In the earliest stages--the testing phase, to use the term we introduced in Chapter VII--the three communities were approached with the specific idea of developing reading materials for their young children using the traditional stories told in these communities. The question was asked: do you think that this is a worthwhile project for your community to be engaged in? The answer was affirmative. This led to the organization of a society with specific, clearcut terms of reference. The co-ordinator for the Little Red River society became a project director with responsibility for guiding a curriculum development project, the goals and scope of which were well defined.

In the other six projects a much broader scope of activity was initially envisioned. In the writing of the Schedule A's a number of activities were outlined. By no means could these be considered specific project plans. As these societies were organized and the boards began to meet, they had to struggle with priorities and with organizing for the specific implementation of sub-projects. At this stage, several societies experienced an extended, frustrating period of "wheel-spinning" from which they were only beginning to emerge at year's end. The

frustrations associated with this wheel-spinning, in combination with the difficulties of priority setting and sub-project implementation, place considerable strain on the society. Evidence of such strain could be seen in several societies as the first active project year drew to an end.

In the Little Red River project, the Co-ordinator and Board of the Society proceeded directly to project implementation, the Co-ordinator in effect acting as a project manager. The Co-ordinator's role as facilitator, animateur, and administrator was much aided by the specific project focus. While the co-ordinators in the other projects had similar roles their efforts were more fragmented as they worked to build an organization. For one thing they had to devote more energy inward to maintaining the organization, i.e. towards solving internal problems of the society.

A specific indication of the effects of the struggle to set internal priorities and to get specific activities under way is to be found in Figure 1 on page 5 which shows that by year's end only two societies, Little Red River and Lac La Biche, had achieved Stage V in their development, active program operations.

3. Discussion

Several points can be made:

(a) Internal organizational problems seem to accompany the struggle to arrive at program priorities, a task made necessary by the relative breadth of the mandate assumed by each local society (other than Little Red River) when it came into existence.

(b) The Little Red River project can be distinguished on two counts: (i) its specific project focus, and (ii) its approach to involvement which emphasizes going to the people in their homes. With

respect to the latter point, the Little Red River project stresses building communication links by personal visitation, stimulating interest in the school, and indirectly bringing community influence to bear on the school program. Their strategy does not emphasize the development of leadership abilities in the sense of direct involvement in the management of group activities.

(c) A sharp initial project focus is helpful in getting over early organizational problems.

(d) However, if the local societies which started with a broader mandate can successfully handle these early organizational problems, they may be able to develop community leadership resources in a manner not being addressed to the same degree in the Little Red River project.

Summary

In this final chapter of our first annual report we have identified and discussed eight emerging issues derived from our study of Education North operations over the past year. Just as the project is ongoing, so also the shape and substance of the issues emerging in the project are dynamic. We have outlined the issues as we understand them at year's end and our intention is to monitor these issues, and others which may emerge, throughout the remaining years of the project.

In several instances the issue is clear enough for us to recommend that direct action be taken to re-shape the project in selected respects. In summary, we recommend action in the following areas:

(a) in the revision of procedures used to ensure financial accountability in the project; and

(b) in assigning new priorities to selected aspects of the work of the Education North office, particularly in the areas of training sessions for Board members of societies and their co-ordinators, and in consulting activities with Boards on the problems they are facing.

The two recommendations are inter-related. The work of the Education North office is widely commended throughout the project. But it is our assessment that their work could be made more effective if their "man-in-the-middle" role in ensuring financial accountability could be eliminated, so as to remove a source of potential conflict with respect to their efforts in leadership development and consulting on problems with local societies.

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APPENDIX A

Interview Schedules

1. Persons active at the provincial level (October - November, 1979)
2. Persons active at the local level (October - November, 1979)
3. Leaders in Education North societies (May - June, 1980)
4. Principals (May - June, 1980)
5. Superintendents (April - May, 1980)

EDUCATION NORTH

Interview with Persons Active at the Provincial Level

(October - November, 1979)

1. In your view what is the major purpose of Education North? Do you have any reservations or second thoughts about these purposes?

2. What has been the nature of your involvement in Education North?

3. How did you become involved in this project? (In response to whose invitation?) What were your reasons for wanting to get involved?

4. What is your understanding of the organization of Education North, i.e. the authority or decision-making powers at the various levels of the project?

5. What knowledge do you have about the background development of Education North?

6. What alternatives were considered in arriving at the basic strategy of Education North? What factors were weighed in arriving at this strategy?

7. In your judgement what factors have been helpful in getting the project under way?

8. What factors have hindered the development of the project?

9. Considering the project as a whole what is your assessment at this time as to how well the project is doing?

10. What courses of action should be followed to improve the functioning of the project?

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E D U C A T I O N N O R T H

Interview with Persons Active at the Local Level

(October - November, 1979)

1. In your view, what is the major purpose of Education North? Do you have any reservations or second thoughts about these purposes?

2. What is the nature of your work in Project Education North?

3. How did you become involved? (in response to whose invitation?)

4. What were your reasons for wanting to get involved in Education North?

5. What other leadership responsibilities do you have, either locally or provincially?

6. What knowledge do you have about the background development of Education North?

7. In your judgement, what factors have been helpful in getting the Project under way?

8. What factors have hindered the development of the Project?

9. Considering the Project as a whole, what is your assessment at this time of how well the Project is doing?

10. What courses of action should be followed to improve the functioning of the Project?

11. In terms of the local community project(s) you have worked with, what role did you play in initiating the development of the proposal(s)?

12. Would you describe the way in which the community was involved in the development of the proposal(s)?

13. In your judgement, how extensive and representative has the community involvement in Education North been in the areas where you have first hand knowledge?

14. What qualities or characteristics have been sought in the persons involved in Education North?

15. What is your assessment of how well the local community project(s) is (are) doing at this time?

16. What activities are presently under way in the local project(s)?

17. What problems are being encountered? What is being done to overcome these?

18. What major decisions have been made in the local project(s)?

19. Who was involved in making this (these) decisions? What factors influenced your decision?

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EDUCATION NORTH

Interview Schedule: Leaders in Education North Societies

(May - June, 1980)

1. What position do you have in the local Education North Society?

2. How did you first become involved in the Education North Project?

3. What role did you play in the organization of the local Education North Society?

4. In the organization of the Society, what were the hindering factors? the helpful factors?

5. What is your understanding of the major purpose of your Education North Society?

6. What activities have been sponsored by your Society? What activities are being planned?

7. Would you comment on the effectiveness of the Society's work to date?

8. In accounting for the degree of success you have had to date, what have been the major contributing factors, both positive and negative?

9. How cooperative have the schools been in helping to make Education North a success in this area?

10. What courses of action come to mind that might be considered in improving Education North operations in this area?

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EDUCATION NORTH

Interview Schedule: Principals

(May- June, 1980)

1. What role did you play, if any, in the organization of the Education North Society in this area? Did any members of your staff play an active role in the organization of the society?

2. Does your school have a representative on the executive of the Education North Society in this area? If so, who serves as your representative? How was he or she chosen?

3. What is the nature of your ongoing relationship with the Education North Society? What is your understanding of the purposes of the Society?

4. What activities sponsored by Education North are presently under way in your school district?

5. In your judgment, how extensive and representative has the community involvement been in your area?

6. Is the local Society held in high regard by members of your staff? Does the local society seem to be building stronger school-community relations?

7. Overall, how effective has the local Society been?

8. What factors have been most helpful in getting the work of the local Society under way?

9. What factors have hindered the development of the local Society?

10. What courses of action might be considered in improving Education North operations in this area?

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EDUCATION NORTH

Interview Schedule: Superintendents

(April - May, 1980)

1. How did you first become involved in the Education North project?

2. In your area what role did you play, if any, in the organization of the local education society(ies) created by Education North?

3. What is the nature of your ongoing relationships with the local education society(ies)?

4. What activities sponsored by the Education North society are presently under way in your school district?

5. In your judgement how extensive and representative has the community involvement been in your area?

6. From your perspective, how effective have these societies been?

7. In your view what is the major purpose of Education North? Do you have any reservations or second thoughts about these purposes? What priority of importance do you assign to these purposes as far as your school district is concerned?

8. In your judgement what factors have been most helpful in getting the Education North project under way in your area?

9. What factors have hindered the development of the Project in your area?

10. What courses of action might be considered in improving Education North operations, in your school district? provincially?

11. The basic strategy in Education North is to establish local education societies as a vehicle for improving school-community relationships. At this time, what is your assessment of the worthwhileness of this strategy? Can you think of alternative strategies which offer promise for addressing the purposes of Education North?

* * *

APPENDIX B

Parent Interview

(June - July, 1980)

EDUCATION NORTH

Parent Interview

Interviewer _____ Parent's Name _____

School _____

Note: *Explain the purpose of the visit and express thanks for the time they're willing to give to the interview. Assure that replies are held in confidence and that there are no right or wrong answers.*

I. Communication

1. During the past school year:

	Not at all	A few times	Many times
(a) Have you asked a teacher or principal for information, advice, or help?	____	____	____
(b) Has a teacher or principal asked you for information, advice or help?	____	____	____

Discussion:

II. Involvement in school affairs

	Not at all	A few times	Many times
2. Have you taken part in any school activities in the past year? . .	_____	_____	_____

Discussion:

III. Support

	generally dislike	have not minded school	very fond of school
3. By and large do your children like school?	_____	_____	_____
4. Do you think it's important for your children to attend and complete high school? .	No _____	Not sure _____	very definitel _____
5. Do you think it's important for your children to attend school regularly?	No _____	Not sure _____	very definitel _____
6. During the past year have you had occasion to disagree with either a teacher or the school?	No _____	A few times _____	frequently _____

Discussion:

Discussion Continued :

IV. Relevance

7. Are you satisfied with what your children study in school?	No	Somewhat	Yes
	_____	_____	_____
8. To what extent should the school program emphasize the cultures and characteristics of the local community? . .	Not at all	Limited extent	Large extent
	_____	_____	_____

Discussion:

V. Influence

9. To what extent do you feel you can influence what goes on in the school?	Not at all	Limited extent	A great deal
	_____	_____	_____

Discussion:

VI. Satisfaction

10. Do you feel that your children are treated well by the school staff?	No	Not always	Yes
	_____	_____	_____
11. Do you feel that the teachers understand your community and its needs?	No	To some extent	Yes
	_____	_____	_____
12. Do you think there is a good relationship between the school and the community? . .	Very poor	Lukewarm	Very good
	_____	_____	_____

Discussion:

VII. Involvement in community affairs

	Yes	No
13. Would you like to know your child's teachers better?	____	____
14. Do you take part in community activities?	____	____
15. Do you belong to any community organizations?	____	____
16. Do you hold any executive position in any of these organizations?	____	____
17. Have you started or organized any community activity or project?	____	____

Please use the following space to express any comments that you may have;

APPENDIX C

Teachers' Questionnaire

EDUCATION NORTH

Teachers' Questionnaire

Dear Teacher,

In attempting to determine whether or not Ed. N. is meeting its objectives, the team contracted to evaluate the project is interested in finding out what the present perceptions of teachers and parents are regarding the communication links and relationships between the schools and the communities they serve. This questionnaire will hopefully provide us with an indication of teacher perceptions on these topics.

This questionnaire has two purposes. The first is to try to assess the satisfaction of the teachers with their school operation in general but particularly with the relationship between the school and the community. The second purpose is to obtain information regarding the amount and type of communication between the school and the community.

We would like to thank you in advance for taking the time to complete this short questionnaire. We would like to assure you that the information you provide will be treated with complete confidence: we guarantee the anonymity of each individual completing the questionnaire. While it is important for us to be able to identify particular schools, this information will be seen only by the evaluation team members who will aggregate it for the purposes of preparing a report dealing with all of Education North.

When you have completed the questionnaire would you please seal it in the envelope provided and return it to the school office or according to whatever other instructions you may be given.

Thank you once again.

E.J. Ingram

R.G. McIntosh

University Evaluation Team

EJI/sl
RGMc/sl

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School: _____

SATISFACTION

On a scale of 1-5 where 1 is very low and 5 is very high, how satisfied are you with each of the following: (check the appropriate response)

	Very Low 1	2	3	4	Very High 5
1. Your school in general	—	—	—	—	—
2. The suitability of the curriculum for the needs of the students.	—	—	—	—	—
3. The interest shown by the students in their school work.	—	—	—	—	—
4. The support parents give the schools, e.g. encouragement given children to persist in their studies	—	—	—	—	—
5. The support teachers give the community	—	—	—	—	—
6. Living in this community	—	—	—	—	—
7. Your understanding of the community. .	—	—	—	—	—
8. Student behaviour in the school. .	—	—	—	—	—
9. The overall school/community relationship	—	—	—	—	—
10. Students' attendance.	—	—	—	—	—
11. Students' punctuality	—	—	—	—	—
12. Students' progress in their studies . .	—	—	—	—	—
13. The amount of local material in the curriculum	—	—	—	—	—
14. Parents' attendance at school initiated activities	—	—	—	—	—
15. Students' initiative and motivation to do well in school.	—	—	—	—	—

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COMMUNICATION

How frequently during the present school year have you:

	Not at all	Rarely	Often
16. Received phone calls from parents about school matters.	___	___	___
17. Received letters or notes from parents regarding school matters	___	___	___
18. Had parents visit your classroom at your invitation	___	___	___
19. Had parents visit your classroom uninvited.	___	___	___
20. Discussed childrens' work with parents.	___	___	___
21. Had parents make suggestions about the school program . .	___	___	___
22. Participated in community activities outside the school.	___	___	___
23. Had parent volunteers assisting you in the school	___	___	___
24. Had parent volunteers on field trips.	___	___	___
25. Received parent requests for advice on school matters . .	___	___	___
26. Had problems with parents on school related matters . . .	___	___	___
27. Visited students' homes. . .	___	___	___

APPENDIX D

The Evaluation Clinic Program

EDUCATION NORTH

EVALUATION WORKSHOP

March 26-28, 1980

Star of the North Retreat Centre
3A St. Vital Avenue
St. Albert

PURPOSES OF THE WORKSHOP

1. To allow time for people from local societies, Education North office, advisory committees and the evaluation team to exchange information, concerns and points of view about Education North.

2. To clarify the responsibilities of the external evaluators, Education North office and local societies in the Project.

3. To acquaint those attending the workshop with what is involved in evaluating local projects and the Project in general.

4. To provide members of the local societies with the opportunity to inform the external evaluators about their concerns regarding evaluation.

5. To help local societies evaluate their own projects.

6. To arrange for cooperation between local societies and the external evaluators in collecting information concerning those objectives common to all projects.

PROGRAM

Wed., March 26

8:00 - 11:00 . Registration
. Social Gathering - wine & cheese

Thurs., March 27

8:00	. Breakfast
9:00 - 10:00	. Welcome, Introductions, Overview - Ernie Ingram . "Who Does What" in Education North - Dave Young
10:00 - 10:15	. Coffee
10:15 - 12:00	. Local projects: a sharing of information - Dave Young & Janice Dean . Concerns about evaluation - Gordon McIntosh
12:00 - 1:00	. Lunch
1:00 - 2:00	. A Proposal for the Evaluation - What is evaluation? - The evaluation needs of Education North - The Common Objectives - A proposal for a cooperative approach to project evaluation - Ernie Ingram & Gordon McIntosh
2:00 - 3:00	. Consideration of the Proposal - groups
3:00 - 3:30	. Feedback - Ernie Ingram & Gordon McIntosh
3:30 - 4:30	. The "Do's and Don'ts" of Information Gathering - Lalta Kunjbehari, Mick March, Frank Peters
5:00 - 6:00	. SOCIAL HOUR
6:00 - 8:00	. BANQUET - Speaker: Mr. D. Carter, MLA
8:00 - 11:00	. SOCIAL

Fri., March 28

8:00 - 9:00	. Breakfast
9:00 - 10:00	. Examination of proposed questionnaires and interview forms
10:00 - 10:15	. Feedback
10:15 - 12:00	. Ways of evaluating aspects unique to each project - groups
12:00 - 1:00	. Lunch
1:00 - 1:30	. Some ideas for planning the "Next Steps" - Ernie Ingram & Gordon McIntosh
1:30 - 3:00	. Planning the "Next Steps" - groups
3:00 - 3:30	. Feedback and Farewell

APPENDIX E

List of Persons Interviewed

EDUCATION NORTH

List of Persons Interviewed

1. Provincial Participants

Bud Bewell, Minister's Advisory Committee

Janice Dean, Assistant Co-ordinator, Education North

Lloyd Deutscher, Minister's Advisory Committee

Bill Duke, Former Director, Planning and Research, Alberta Education

Fred Dumont, First Co-ordinator of Education North

Dan Ewasiuk, Member of the Northland Study Group

Mel Fenske, Director, Planning and Research, Alberta Education

Lorna Ferguson, Minister's Advisory Committee

Dora Koop, Minister's Advisory Committee

Merv Kowalchuk, Minister's Advisory Committee

Ike Lawrence, Minister's Advisory Committee

Cal Lee, former member of the Minister's Advisory Committee

Clarence Rhodes, Planning and Research, Alberta Education

Rollie Seville, former member of the Minister's Advisory Committee

Harry Sherk, Chairman, Minister's Advisory Committee

Morris Treasure, Planning and Research, Alberta Education

Leona Willier, Minister's Advisory Committee

John Wodak, Minister's Advisory Committee

Dave Young, Co-ordinator, Education North

2. School Superintendents

René Anctil - High Prairie School Division

Norm Blaskovits - Fort Vermilion Separate School District

Lloyd Deutscher - Lac La Biche School Division

Ed Holt - Fort Vermilion School Division

Don Weaver - Northland School Division

3. School Principals

(a) High Prairie School Division:

Lorelli Barbutza, E.A. Schurter School, Slave Lake

Barry Stangland, Roland Michener High School, Slave Lake

Dennis Woodard, E.G. Wahlstron School, Slave Lake

(b) Lac La Biche School Division:

Randy Clarke, Central Elementary, Lac La Biche

Archie Girard, Plamondon School

Selwyn Jacobs, Rich Lake School

Peter Kirylchuk, J.A. Williams High School, Lac La Biche

Ron Moore, Dr. Swift Jr. High, Lac La Biche

Paul Mulyk, Vera Welsh Elementary, Lac La Biche

Scott McCullough, Wandering River School

(c) Northland School Division:

Dominic Collins, Jean D'Or School

Les Hansen, Mistassiniy School, Desmarais

Colin Kelly, Fox Lake School

Ken Klein, Garden Creek School

Lloyd Muir, Atikameg School

Dick Roberts, St. Theresa School, Wabasca

Dan Sharon, Fort Chipewyan School

(d) Fort Vermilion School Division:

Wilfred Dalton, Fort Vermilion Public School

(e) Fort Vermilion Separate School District:

Al Van Oers, St. Mary's School

4. Local Society Leaders

(a) Slave Lake:

Madge McRee, President

Bob Harrold, Co-ordinator

Kay Abbott

Lynn Bird

Juanita Dunford

Vivian McCoy

(b) Lac La Biche:

Rick Sloan, President

Phil Coutney, Co-ordinator

Harry Hope

Horace Patenaude

Theresa Patenaude

Marvin Piochan

Denise Wayne

(c) Little Red River:

Ian Sewall, Coordinator

Georgina Loonskin

John Nanooch

Velma Sewapagaham

Steve Walker

(d) Atikameg:

Stan Dodman, President

Pearl Auger

Irene Nahachich

Marina Thunder

(e) Fort Vermilion:

Gwen Carmichael, Co-ordinator

Barb Mercredi

(f) Wabasca-Desmarais:

Terry Lusty, President

Cecile Young, Co-ordinator

Jim Sharpe

(g) Fort Chipewyan

Maureen Clarke, President

Lorraine Courteoreille

John Rigney

Robina Polet

Tony Punko, Treasurer

APPENDIX F

Field Visitations

Oct. 1, 1979	Meeting of Minister's Advisory Committee, Devonian Building. (3 people)*
Oct. 24-26, 1979	Interviews in High Prairie and Slave Lake with community people and Project North staff. (3 people)
Nov. 7-9, 1979	Local project meeting in Wandering River. Interviews with Lac La Biche project people. (2 people)
Nov. 8-9, 1979	Local project meeting in Slave Lake. Interviews with Slave Lake project people. (2 people)
Nov. 19-21, 1979	Meeting & interviewing local project people in Fort Chipewyan. (2 people)
Nov. 28, 1979	Meeting of Minister's Advisory Committee, Devonian Building. (3 people)
Dec. 12-13, 1979	Meeting & interviewing local project people in Garden Creek. (2 people)
Jan. 2-4, 1980	Meeting & interviewing local project people in Fort Vermilion (1 person)
Feb. 7-8, 1980	Meeting of local project at Slave Lake (1 person)
Feb. 20-21, 1980	Meeting of Minister's Advisory Committee at Slave Lake. (2 people)
March 17, 1980	Steering Committee Meeting, Devonian Building. (3 people)
March 26-28, 1980	Evaluation Workshop, Star of the North Retreat Centre, St. Albert. (11 people)
April 22, 1980	Interviews in Lac La Biche. (2 people)
April 30-May 1, 1980	Interviews with School Superintendents in High Prairie & Peace River. (3 people)
May 6-8, 1980	Meeting of Minister's Advisory Committee in Fort Vermilion. Interviews with school people & society members in Fort Vermilion and Little Red River. (3 people)
May 14-16, 1980	Interviews with all school principals and some society members associated with Lac La Biche projects. (3 people)

*This refers to the number of project staff members involved.

May 21-22, 1980	Interviews in High Prairie with Assistant Coordinator and in Atikameg with school principal and society executive members. (3 people)
May 26-29, 1980	Meeting of Slave Lake Society. Interview principals and present and past society executive members. (2 people)
June 9-11, 1980	Meeting of Fort Chipewyan Society. Interview principal and society executive and some community members. (2 people)
June 18, 1980	Steering Committee Meeting, Devonian Building. (3 people)
June 22-23, 1980	Interview principals and Society executive members in Wabasca-Desmarais. (1 person)
June 23-27, 1980	Interviewing parents in Fort Vermilion and Little Red River areas. (1 person)
June 24-27, 1980	Interviewing parents in Fort Vermilion and Little Red River areas. (1 person)